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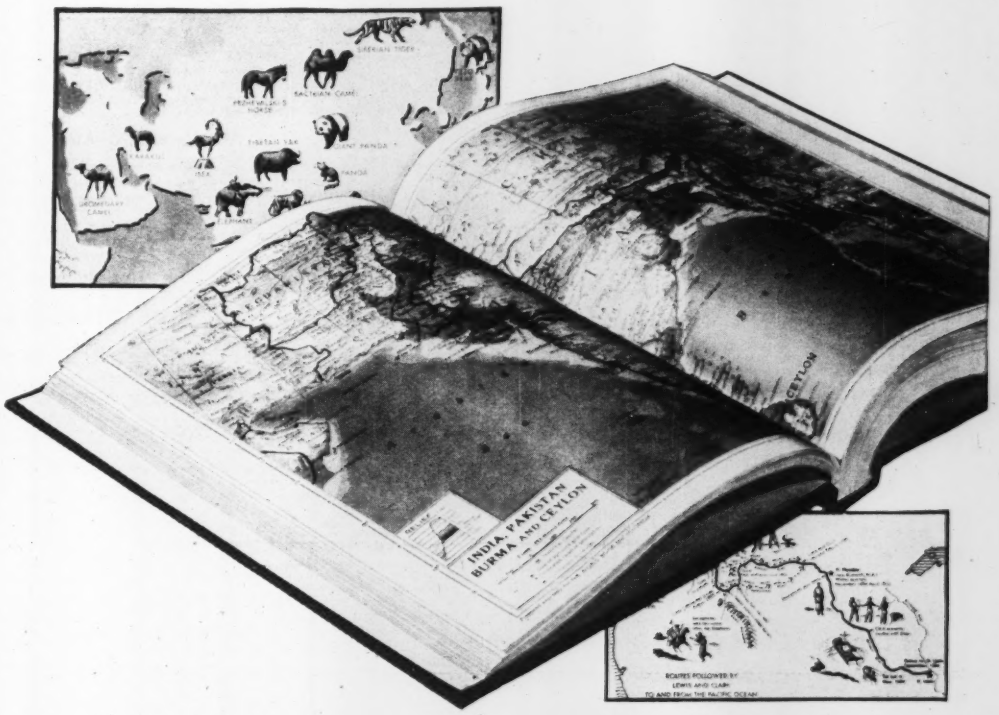

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Our Tape Recorder-Opaque Projector Show

Olive W. Martin

When Harry Franklin, a pupil in the fourth grade, became a polio victim, it caused quite a stir in our town. The children were upset, especially Harry's own classmates, for while he was a quiet child he was very popular.

Harry was hospitalized some eighty miles from Booneville and it soon became evident that he would have to remain in the hospital for at least a year. One week end I was going to the city and I offered to take a group of his classmates along for a visit at the hospital.

They were a sober lot of children when I picked them up several hours later. They reported that Harry was in a cast and uncomfortable but was being sporting about the whole matter. They were especially impressed, however, by the fact that, unlike many of the other children, Harry had few books and hardly any toys.

"We ought to take up a collection for Harry," declared one of the boys. "Everybody in the school will be glad to give."

"Why don't we hold a benefit show," said one of the boys.

Many ideas were brought up. I suggested that they talk it over with their classmates and then come to me and we would try to make some definite plans. The following Wednesday we met and discussed what we could do.

These were our conclusions. We would have a benefit show for Harry. It would be produced by the fourth grade with the help of the opaque projector and the tape recorder. The show would tell the story of "Our Trip to Visit Harry," pointing out Harry's discomfort and his lack of books and toys. The idea was to show it to all the classes in the school, three sections at a time.

Everyone in the class had a part in the project. The pictures were made first. They began with an announcement sheet giving the title and the producers. Then the trip to the city was shown and various pictures of scenes in the hospital. These were drawn from the descriptions given by the group who had visited Harry.

All of the pictures were typical fourth-grade art untouched by the teacher. They were far more effective than actual photographs would have been because in their zeal to portray Harry in his unfortunate plight they automatically made the cast proportionately larger and Harry's lack of playthings even more evident than they really were.

Once the pictures were finished the next problem was to produce the tape that went with them. The children selected a record for background music to introduce the show. An introduction was written as a class project. Then each child wrote a paragraph to describe his picture. These were submitted to a committee who tied them together so that the script went pleasantly from one picture to another.

As a conclusion an additional picture was added—one showing the faces of the fourth grade, drawn by the best artist in the class. "We are appealing to you for Harry" was the line of script that went with this picture. The show ended with music.

Contributions were limited to twenty-five cents and the children were given small envelopes in which to place their money so that no one knew what anyone else gave. Some donations were only a few cents but they were just as welcome as the larger ones.

When the money was counted, the fourth grade had collected $31.29 for Harry. They were elated, but what pleased me most was that from the 223 children enrolled in the school, 219 envelopes had been turned in.

The entire project was an experience in democracy completely motivated and conducted by the children with a minimum of teacher assistance. The show was as well received and as much talked about as any professionally produced television program that the children watched on their home sets.

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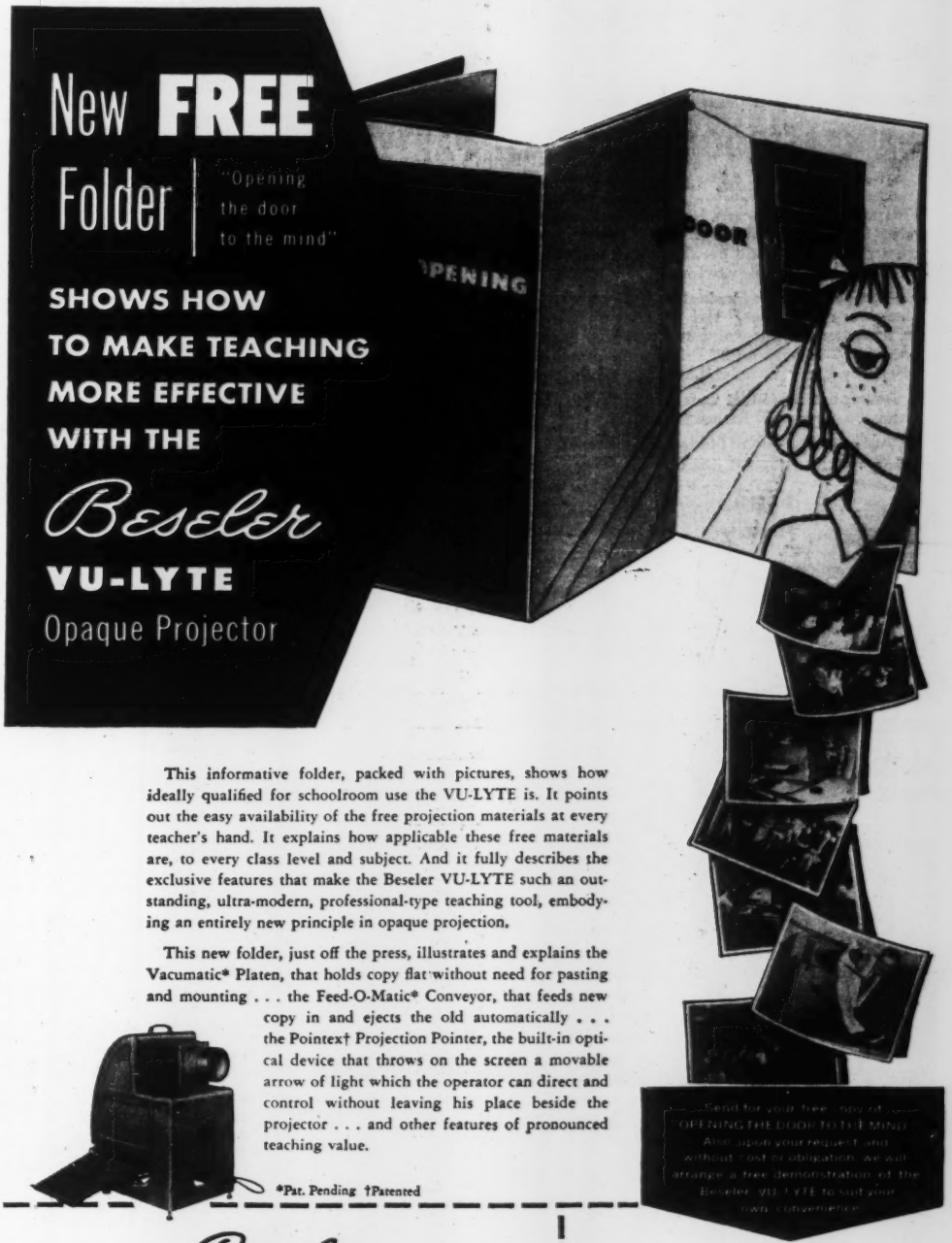

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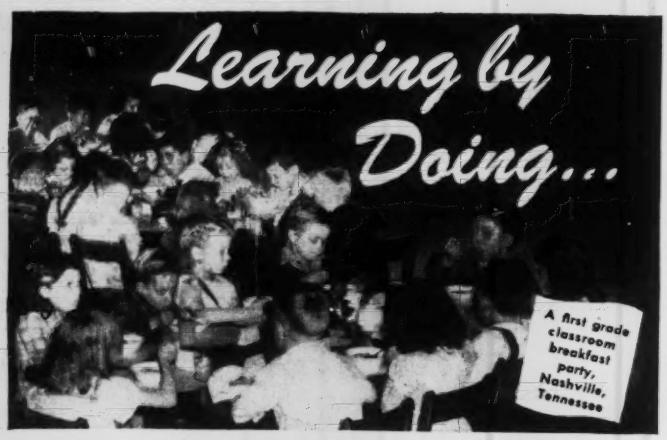

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Talking It Over-

Friendly Chats with the Editor

LAST month I distributed rain checks concerning the African part of our trip—so here goes.

Nairobi, Kenya, was our destination for we were going to visit *John* and *Claire Noon*, ten-year-old *Erica*, and a brand-new baby, *Wendy*, who had been born in the Princess Elizabeth Hospital four months before. John Noon is the United States Public Affairs Officer in charge of the United States Information Service. We arrived at the Eastleigh airport at three-thirty in the morning but John and Erica were there to meet us. After our reunion with the Noons we decided to go to bed to get rested (as good travelers should). We woke up several hours later to a warm and beautiful world, 7000 miles from *The Instructor* and Dansville, which on that very same day was in the throes of its first heavy snow of the winter.

Nairobi, capital of Kenya, proved to be a modern, beautiful city of about 110,000 people. Although less than a hundred miles south of the equator it has a delightful climate due to its mile-high altitude, and is canopied by the bluest sky we have ever seen.

We were greeted with a touch of Americana, for over the New Stanley Hotel was the greeting, "Welcome MGM"—not for us but for Ava Gardner and Clark Gable, who were movie-making in Kenya.

Across the street is Cook's Travel Agency with a sign on the window saying "Special Agent for the Pennsylvania Railroad." And to make one feel really at home, a Woolworth's five-and-ten-cent store is on another corner. Nairobi has elegant shops, large department stores, tree-lined boulevards, and all the touches you would find in any large city.

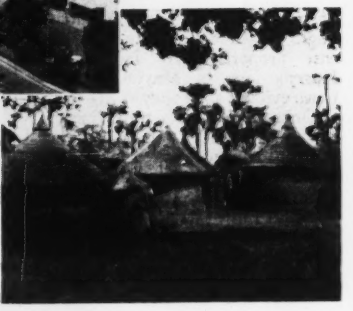
There are also sections that are distinctly Nairobi. Narrow cross streets are lined with tiny shops, called *dukas*, run by the Asians. Many of them contain bolts and bolts of cloth, and the sewing machine and its operator sit by the door. Clothing is scarce among the African natives, and a torn garment is not discarded but patched again and again (in delightfully contrasting colors). Frequently there are more patches than the original cloth. There are also the little food shops with meat broiling on charcoal and the Nairobi version of pizzas—hot, rolled-up tarts with sausage and tomato paste and lots of garlic.

The basket makers and others selling trinkets and perfume imported from Asia hawk their wares. But in many of the dukas, craftsmen work silently, making gloves, shoes, and pocketbooks from native leopard, monkey, or zebra skins. They are untouched by the noise around them, and stop only when someone comes to bargain for their wares.

Midway between the Indian dukas and the business section are the mosques, which are oriental in design and surrounded by beautiful gardens. Further out are the Catholic Mission, the Scottish Kirk, and other beautiful churches, as well as the National Theatre, Law Courts, and other stately municipal buildings. On the periphery of all this are the homes of the Europeans and some of the wealthier Asians—beautiful and spacious in lovely floral settings, for flowers bloom in profusion the year around in Kenya.

We went to the theater at five o'clock (a fashionable hour) and came out into a deserted city, for Nairobi is a different place after dark. The shops have been closed since about four-thirty; afternoon tea, that pleasant English ritual, is at five. Downtown is ghostlike in atmosphere because the Europeans and Asians have all gone to their homes and, since the Mau Mau rebellion, the Africans are under strict curfew and are not allowed on the streets after seven. The only signs of activity are the little fires burning on the sidewalks, surrounded by two

NAIROBI,
A Modern City



A Mile or Two Away,
A PRIMITIVE VILLAGE

or three askaris, native policemen who patrol the city. Usually the boys have their shoes off, for after going barefoot for twenty-odd years it is hard for them to wear the heavy soldier's shoes provided for Her Majesty's riflemen. They warm both hands and feet by the fire as they jabber away in their native Swahili.

If you saw the movie, "Ivory Hunter," you know the story of Nairobi National Park. It is about forty miles square and maintains animal life in its natural balance. The animals are not fed or watered but they are protected from hunters. The giraffe have their own method of eluding the lions but the hapless zebras are easy prey. The zebras in turn multiply easily and are there in profusion. Wildebeest, gazelles, and many other animals roam over the park.

Visitors are welcome and may drive not only on the roads but also over the vast veltland. However, they must stay in their cars. Of course, guns are taboo but cameras are welcome.

The park is an excellent idea; were it not for such game preserves many species of animals that have valuable hides would soon become extinct.

Next to the Noons' home, appropriately named Forest End, is the Karura Forest Reserve, an area populated by chattering monkeys who come through the trees, hunting wild cherries. They jump from one to another like trapeze performers, chattering constantly like women in a club meeting. Incidentally, coelbus monkeys found in Kenya have beautiful white coats with black spots which make handsome evening wraps.

Travelers in Kenya usually go on safari—so John and Claire planned an upcountry trip for us. We traveled in their trusty Ford with snow-tread tires to take us safely over the dirt roads, going north through the Aberdare hills into the land of elephants, hippos, rhino, and gazelles. We were also in the very center of the Mau Mau uprising. The natives are different these days. John informed us. Instead of the cheerful "jambo" (hello) formerly called to passing cars, they trudge along, sullenly toting their huge loads of firewood or food on their backs.

At Nyeri we stopped at the Outspan Hotel, the departure point for the famous Treetops Hotel, where Princess Elizabeth received the news of her father's death. The ladies at Outspan carried little metal boxes with them to tea; we assumed they held cards or crocheting but no, they contained revolvers, and these winsome females all asserted that they could shoot to kill.

The stockade at Nyeri was full of prisoners. We stopped to take their picture but they hid, fearful that we would give the pictures to a witch doctor who would cast a spell on them. Since then at least eight of the prisoners have been executed at the portable gallows set up on the golf course adjoining the stockade.

Going to Treetops Hotel is a unique experience. You start off in an open safari wagon and ride through the hills for twelve miles. Then everyone disembarks and the White Hunter escorts you on foot, three or four at a time, the last half mile. You walk as silently as possible through the jungle growth, the White Hunter keeping his gun ready lest a wild animal attack. Trees along the way have crossbars so you can make a hasty escape if necessary.

Finally you come to Treetops, a rustic "hotel" built fifty feet above ground in a giant wild fig tree. Below is a large salt lick, and the rhino, elephants, baboons, gazelles, waterbuck, gnu, and wild boar come to bathe and eat the salt and food put there. High in the tree you stealthily watch, for the animals must be unaware of your presence.

Visitors stay from early afternoon one day until the next morning. Many do not go to bed at all, preferring to stay up to see the wild life, under the faint searchlight hidden in the tree. You pay ten dollars for the experience and, if no animals appear, your money is refunded, but not us—we hadn't been in the tree five minutes before a snorting rhino arrived. The baboons came boldly up into the tree and once paraded into the hotel only to be chased off by the houseboys.

From Nyeri we went on to Nanyuki, where we stayed at the Mawingo Hotel, at the base of beautiful Mount Kenya. Here was resort living at the pinnacle of perfection. Excellent food, beautiful surroundings, and magnificent gardens plus a variety of entertainment was ours for about four dollars and a half a day. In the evening, lighted sticks were brought to our room and a generous fire built in our fireplace. We read several chapters of a book we picked from the well-stocked library and then were ready for bed.

It seems almost incredible that my space is used up—there are so many things I could tell you about this interesting, beautiful country. The British colonists have worked hard in Kenya. They have made some mistakes, but they have given much more than they have taken. Today a revolution is at hand that may need some time to solve. And on watch is our own American Consular and Information Service. We were proud of its library facilities, its public relations work, its efforts to lend a helping hand where necessary. More than once we gazed at the American flag that waved over the building. It is a bulwark of strength with an appeal to settler and native alike, as they try to resolve their difficulties.

Mary E. Owen

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Club Exchange

THIS free service is open to teachers and pupils in the first eight grades. You may reply to the notices given in the magazine or send us your own. In such a notice, try to mention some point of interest in your locality. Plan to have your pupils answer all letters received—at least those received during the six weeks following publication of your notice. The Club Exchange will not be printed in June, since teachers and pupils would not have time to answer before the school year ends. If you wish a Club Exchange notice published in an early fall issue, send it by June 15. Tell where mail is to be sent after school begins in September. *Notices must be concerned chiefly with the exchange of correspondence, give complete addresses, and be signed by the teachers themselves. Send notices to: Club Exchange,* The Instructor, Dansville, N.Y.

Alabama.—My sixth-grade class of thirty pupils and I should like to exchange letters, post cards, souvenirs, and ideas with pupils and teachers anywhere. We live fourteen miles from Huntsville, the county seat of Madison County. The city gets its water supply from a spring that has a flow of 24,000,000 gallons of water daily. Address: Mrs. G. G. Cornell, Elementary School, Hazel Green, Alabama.

Alabama.—My seventh-grade pupils are eager for pen pals in foreign countries. The children and teacher wish to exchange letters, souvenirs, and other items of interest with children and teachers in all foreign countries. Our school is located on the coast near a large repair air base. Also we have paper mills that use our long-leaf pine. Address correspondence to: Mrs. Nola Hudgens, Maryvale School, Mobile, Alabama.

Georgia.—My first-grade pupils are interested in exchanging letters, pictures, and local information with pupils in both rural and urban schools in the United States. Address mail to: Mrs. Virginia W. Adams, Fargo, Georgia.

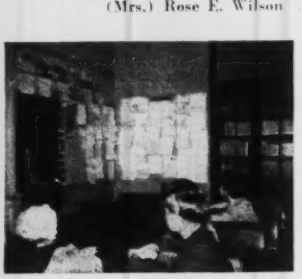
Washington School
Rochelle Park, N.J.
February 26, 1953

Club Exchange:

Enclosed you will find a picture showing our bulletin board covered with many letters. Since our Club Exchange item appeared in your February issue we have received at least seventy letters, and they are still coming in. We have received thirty post cards too. Not only have letters come in from almost every state, but we have also received one from British Columbia. We have written to almost every one, and it's quite a chore.

Your service has been of great help to us in our schoolwork. Each child is making a booklet about a state, and a letter from a child in that particular state has been of great importance. Thank you very much. We have enjoyed this activity, and many lasting pen pals will result from this.

Sincerely,
(Mrs.) Rose E. Wilson



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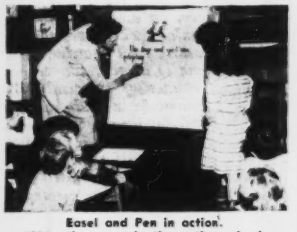

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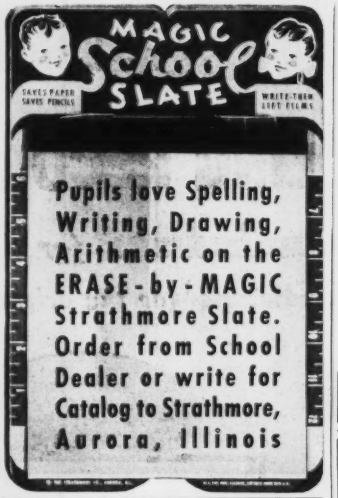
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Hawaii.—My third-grade class would like to exchange letters and post cards with pupils in or around areas populated by Indians. We live on the island of Oahu, twenty-one miles from the city of Honolulu. Our principal industry is the growing of pineapples and sugar cane. Address all mail to: Miss Pauline M. Thomas, P.O. Box 191, Schofield Barracks, Oahu, Territory of Hawaii.

Illinois.—My seventh-grade pupils and I should like to exchange letters and pictures with other pupils and teachers throughout the United States and North America. We are located in the railroad center. Address all mail to: Miss Bertha H. Winston, Emerson School, 1700 West Walnut Street, Chicago 12, Illinois.

Iowa.—My sixth-grade pupils and I should like to exchange letters and souvenirs with pupils in other states, our possessions, and other countries of the world. We live in one of the corn-belt states. The farmers in our area feed a great many beef cattle and hogs. Address all correspondence to: Miss Bettymarie Beebe, Stanwood, Iowa.

Maine.—My sixth-graders and I wish to exchange letters, pictures, and post cards with pupils and teachers in other states and foreign countries. We are near mile-high Mount Katahdin, which terminates the Appalachian Trail. We have a very large paper mill, which manufactures 5,400 tons of paper a week. Address: Miss Erasmia S. Magure, Box 173, 75 Aroostook Avenue, Millinocket, Maine.

Maine.—My pupils in grades one to five would like to exchange letters, cards, and souvenirs with pupils in other states. We have many beautiful lakes and mountains and a variety of industries and products. Address all mail to: Mrs. Maude Hanson, Parkman Corner School, Parkman, Maine.

Minnesota.—My pupils and I wish to exchange letters, pictures, and various articles of interest with other schools. We are situated in the midst of a rich mixed-farming region. Address correspondence to: Miss Olive Balfany, 18 South Hoyt Ave., Springfield, Minnesota.

New York.—The fourth-, fifth-, and sixth-graders and I should like to exchange letters, post cards, and souvenirs with pupils and teachers from other states in the United States, Canada, and any foreign country. Our area is rich in the heritage of the first Dutch settlements. Address: Mrs. Marion Van Winkle, Cottekill School, Cottekill, New York.

North Dakota.—My pupils in grades five to eight and I should like to exchange letters, post cards, and ideas with pupils and teachers in other states, territories, or foreign lands. We live in an agricultural district. The Garrison Dam, largest earth-filled dam in the world, is near by. Address all mail to: Mrs. Myrtle Thelen, Hamar, North Dakota.

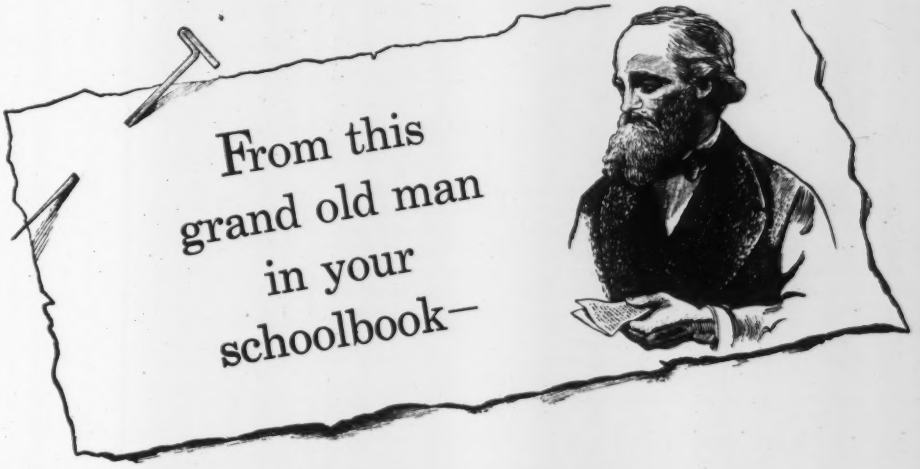
Pennsylvania.—My third-grade class would like to exchange letters with pupils of the same grade in other schools anywhere in the United States. Address: Mrs. J. Carter Tallant, Box 24, Westmoreland City, Pennsylvania.

Philippines.—We are interested in corresponding with pupils and teachers of grades six to eight. We wish to exchange stamps, coins, and post cards. We live in Negros, which is famous for its sugar industry and we will be able to tell you something about that industry. Address mail to: Mr. Leo Saison, 120-B Gonzaga Street, Bacolod City, Negros Occidental, Philippines.

Vermont.—My sixth-, seventh-, and eighth-grade pupils would like to exchange letters, cards, and pictures with children from other states. Many people in this section make maple sugar and do general farming. Many tourists come here both summer and winter. We are interested in basketball. Address: Miss Lemira F. Heath, East Concord, Vermont.

Virginia.—Our elementary school in Northern Shenandoah Valley, near Winchester and the Skyline Drive, in the land of apple blossoms and the scene of George Washington's youngmanhood activities, would like to correspond with, and exchange pictures with, other schools, grades five, six, and seven, anywhere. Address mail to: Miss Clara B. Keller, Reliance School, Reliance, Virginia.

Washington.—The fourth-grade pupils of the Toledo, Washington, schools would like to exchange post cards, souvenirs, and letters with pupils of the same grade in other states and in foreign countries. Our school is located on the banks of the turbulent Cowlitz River, which is fed by the snows and glaciers of the mighty Mount Rainier. The other snow-covered mountain peaks which can be seen from our playground are Mount St. Helens and Mount Adams. Address mail to: Mrs. Martha Jacoby, Toledo, Washington.



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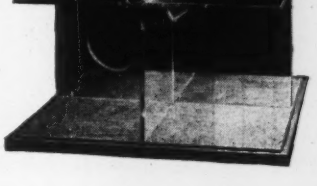
A BEARING, as you probably know, is a metal "cushion" which protects a moving part of an engine, such as the crankshaft, from excess wear. In recent years, as engines have become more and more powerful, the need to build engine bearings able to take over tougher punishment without splitting or cracking has increased by leaps and bounds.

Nearly a hundred years ago James Clerk Maxwell set forth what is known as the Maxwell Theory of what happens to the energy absorbed by a piece of metal under terrific strain. And in their long and intensive research to improve bearings—marked by many major advances in bearing design and materials—GM engineers have recently found new clues to reducing bearing fatigue in this old schoolbook law.



By building the three dimensional plastic model (shown below) illustrating the application of Maxwell's Theory, they have come to conclusions which will help them design and build even longer-wearing bearings for cars, trucks, planes and tanks.

So don't ever take the old-timers in your books lightly. They may very well be helping unlock a problem right now for American industry. Just as they may very well help unlock a future for you as a much-needed scientist or engineer with such an industrial leader as General Motors.

NOTE TO TEACHERS: Reprints of this advertisement, which appears in current issues of American Farm Youth, Scholastic Magazines and Boys' Life, are available upon request. Also in limited quantities the interesting booklet, "Power Primer," may be obtained free by writing General Motors, Department of Public Relations, Room 1-132A, Detroit 2, Michigan.

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Camping in the School Program

MARY HAUWILLER

HAVE you ever stopped to think that camping and outdoor activities should have a definite place in the school program?

Our country was founded on the experiences of our forefathers who strove to make a success of these United States. They learned to love the land, its trees and plants, the animals and birds, and to observe the clouds, the wind, and the stars. That very same love of nature is latent in every child.

Although academic classes are for the schoolroom, the child's education is not complete without an understanding of nature. Practical subjects which will be needed for everyday living are just as important. How to grow or buy and cook food; how to make or buy clothing, keep it clean, and in repair; how to build and use a shelter; how to make and repair furniture constitute a useful education. Many craft items can also be made.

A few schools in our country have recognized the value of democratic group living in the camping program. There is no reason why camping cannot be made available to every child. A survey made by the American Association of School Administrators showed that only five per cent of all school children have had camping experience.

City children in particular need to live in the open with the smell of smoke rising from a campfire. Warm friendship with other children develops around the evening's fire while roasting marshmallows, singing, or listening to a councilor tell a legend while the embers of the fire slowly die. That's real magic that won't be forgotten.

How to Start

The sincere interest of school superintendents, school-board members, parents, teachers, and supervisors is the starting point for developing a program which will strengthen the character of every child.

There need not be an elaborate camp with a main lodge, cabins in four units, running water, and waterfront apparatus. In fact, many well-established camps are entirely primitive, which means living in tents or under the sky and cooking over an open fire. A beginning can be made with limited funds.

Experienced personnel affiliated with many of the youth organizations will be very happy to discuss a camping program and assist you as much as possible. You are probably already familiar with the Girl Scouts and Boy Scouts, the Camp Fire Girls, the Y.W.C.A., the Y.M.C.A. and in some cities the Salvation Army.

The Camping Program

Camping can include many types of activities, depending on the age of the campers, available facilities, and administrative personnel. These activities may last from a week to several months or they may be more limited in length such as day, over-night, or week-end camps that function throughout the school year.

As a year-round program, camping or outdoor activities can be an invaluable stimulant to the regular school program. Materials can be discussed and observed outdoors regularly where the printed textbook pages come to life.

Some classes can best be taught in the classroom while others are more practically conducted outdoors. The latter type of class may seem uninteresting indoors, but once transported outside, the subject takes on color and adventure.

There are many possibilities for locating a camp. Here are a few and you may know others: a tract already owned by the school, on the school campus; a neighboring lot; a cottage owned by a student's

H. Armstrong Roberts

parents; an established camp site; local, state or national parks; a moving camp (the members move from place to place on foot or on horseback, in a farm wagon converted to a covered wagon, a car and trailer, or by boat).

The site should be conveniently located yet far enough from other people so that the young campers will feel like real pioneers.

First secure the parents' written consent and then make them feel important in the undertaking. Prepare a list of the particulars, such as the time, place, and date for leaving and returning, with suggestions for campers' clothing, sleeping equipment, and other gear.

There may also be classroom discussions of proper equipment for lightweight camping and camping ethics. The children will enjoy map reading, and when at camp, they can pace off and draw their own map of the grounds.

Plans can be made for menus, entertainment, and job assignments for camp duties. A daily job chart aids in the rotation of camp chores such as meal preparation and cleanup, and keeping the grounds neat. In this system, each camper receives a total view of camp life.

Camp Activities

Camp activities depend mainly on the geographic locality and available equipment. A few of the many possibilities are nature studies, tracking and signaling, map and compass study, various summer or winter sports, first-aid instruction, handicraft, cooking, games, forestry and conservation. You can also include trips to nearby points of interest.

A Test Visit

Before the actual camping begins call your staff members together. A few parents should be included on the staff if possible. Visit the planned site, and camp out as an experiment. You'll soon find out what you don't know, and what you need to learn. Members of the student body may visit the camp also and make suggestions as to what they feel is lacking. Once the visible wrinkles are ironed out, your staff is ready to undertake the adventure. Keep in mind that many children have never been to camp so they will have much to learn the first few days, too.

References

The local librarian will be glad to look up books on camping. In your research, you may find one or more of these: *Camping and Woodcraft* by H. Kephart (Macmillan); *Hiking, Camping and Mountaineering* by R. C. Geist (Harper); *How to Live in the Woods* by H. B. Halsted (Little); *Indian and Camp Handicraft* by W. Ben Hunt (Ryerson Press); *Junior Book of Camping and Woodcraft* by B. S. Mason (Barnes).

Sporting magazines often have camping articles which may assist you.

Some colleges, universities, and state departments of education sponsor teacher-education programs. The federal government will supply you with Bulletin 1947, Number Four, "Camping and Outdoor Experiences in the School Program" for fifteen cents. Address the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

There is a great future in school camping and outdoor experiences. Children are beneficially occupied during summer months and teacher-leaders learn as well as earn. Some states have already realized the importance of outdoor living, and are developing school camping programs. Perhaps your community is one of those which would profit by camp living, also.

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From the OTHER SIDE of the FENCE

A Parent's Point of View

EDITORIAL COMMENT: The author, a former teacher with a background of fourteen years' experience, retired in the fall of 1952 to have "a full-time fling at homemaking" with her husband and four children.

Now living on Okinawa, she finds that when the children return from school with their stories of classmates, playground experiences, assignments, and teachers, she "sees the school through new eyes."

A Satisfied Customer

EVERY community has its days for local celebrations. Even out here on Okinawa the orientals have their lantern festivals and kite-flying days, and we Americans eat our turkey at Thanksgiving and have Independence Day parades. But this month's celebration will see a week when East meets West. Okinawans and Americans are celebrating the hundredth anniversary of the landing of the first Americans. Commodore Matthew C. Perry and his sailors landed at Naha in May of 1853.

Not only has the celebration been designed to unite two groups of people in the fun of fireworks and parades, but the native schools and the American school have the opportunity to think along the same lines. Through essay, poster, and art contests they will be thinking of ways to foster international friendship. Prizes for school children, which include a four-year university scholarship, are magnificent. But that which will be gained in unified, constructive thinking on the subject of international friendship is even more magnificent.

Come to Think of It

There's never a dull moment when one has four children! The week we had Pete in bed with the mumps, he made one startling discovery when the neighbors sent in some easy books for a present.

"Mother," he cried, "they have the same words in these books that we have in our books at school."

I suppose it is hard to dig up supplementary reading for a first-grade pupil. I have seen lots of picture books or material to be read to children, but is there material in most classrooms that a first-grader can read independently? No doubt many teacher-made pamphlets and booklets for the library table would make children feel that they could begin to try to read material from many sources rather than just from readers.

A Pat on the Back

From the time our daughter first toddled off to school in her starched white pinafore, until the present blue-jeans days of early adolescence, she has been bringing home pictures she has painted, and we've had one stock reply, "That's nice, dear. What is it supposed to be?" Suddenly, however, we were exclaiming, "That *is* nice!"

Her teacher has quite a flair for art work. We think that the great improvement in her drawings comes from his teaching the children to be more observing of that which is close by. Now, she watches for the changing colors of the sea as it washes over sand bars, and splashes on coral reefs. She notes the difference between a wind-swept pine tree and the sheltered growth that nestles in little valleys.

When I was in school we spent too much time on that which we had never seen and probably never would. Medieval castles and jungles of Africa were favorite subjects—plenty of chance for imagination, but not much room for observation.

When Niccole brings paintings home now, we see the trees just outside the schoolroom windows; we see native villages near by; and the sky as it appeared that day.

Make the Shoe Fit

When Americans are overseas for long periods of time—and we have been here for five years—they often get together for sessions of the "druthers." It all begins with someone's asking, "What would you 'druther' have than anything else in the world right now?"

My greatest "druther" would be to have a good newspaper left at our front door once a day. We have a small overseas paper, but it is nothing that my husband wants to hide behind at the breakfast table. Therefore, it was enough to make anyone sit up and take notice when the girls made a wild grab for the paper one afternoon.

"What goes on?" I asked.

"News reports," they answered, as they ignored "Blondie" and "Li'l Abner" for the front page.

I mentioned that I was glad to see them reading news reports.

"Glad!" a young one popped up. "I *hate* them!"

She went on to say that if anyone in her class had neglected to bring in a news report he had to copy music for punishment. "And, we get so we *hate* the music, *and* news reports, and *everything*," she exclaimed.

It is difficult for an outsider to say exactly what should be done in this situation, but it seems rather sad that music, designed for pleasure and enjoyment, should be used as a method of punishment.

Hope A. Diffenderfer

FILMS You Can Show in Your School

Recommended by

IRWIN A. ECKHAUSER

Curriculum Consultant,
Washington School,
Mount Vernon, New York

CANARIES ARE FUN—13 min., color; sound; free loan. Made for R. T. French Co., Rochester, N.Y.; available from The Princeton Film Center, Inc., Carter Road, Princeton, N.J., produced in 1953.

Animals as pets are fun. This film has human values as well, for the story is built around the place of pets in an average American home.

Seen through the eyes of two young children, the film illustrates the history of canaries, tracing them from their original Canary Islands' habitat to Europe and America. Pete and Mimi are the canary stars in scenes which depict the simple methods of caring for and feeding canaries in the home. The children will enjoy the colorful scenes showing the many brilliantly colored varieties of canaries, and the accompanying sound track which reproduces canary songs.

This film is a special delight to the eye and ear and should do much to further interest in America's favorite pet bird. This is a science film for primary, intermediate, and upper-elementary grades.

BREAD MAKING—11 min., sound; color and black and white; sale. Paul Hoefler Productions, 7934 Santa Monica Blvd., Los Angeles 46, produced in 1952.

Proper nutrition is most essential. Here is a film that stresses the importance of diet in the daily lives of growing children.

This film portrays in accurate detail the many steps in the efficient operation of a modern bakery. We see the making of bread dough; how it is mixed in huge machines; then allowed to rise in special air-conditioned rooms. Then it is divided and weighed into loaves. Next is another rising, or proofing, before it is baked in automatic ovens and finally sliced and sealed into sanitary packages ready for delivery to the stores. This is a typical example of an industry that was based in the home, but gradually developed large-scale factory methods. This film is suitable for social-studies classes in the upper-elementary grades.

IN BLACK AND WHITE—20 min., sound; sale or rental. British Information Services, 30 Rockefeller Plaza, New York 20; produced in 1953.

Here is an exciting film that shows our children how the printed word has evolved.

The discoveries, through the ages, in France, England, and other countries which have made the printed word the most important contribution to civilization, are dramatized to show this priceless heritage. The film also shows glimpses of reconstructed performances of Shakespeare's plays and ends with a schoolboy's recitation of "To be or not to be." For language arts and social studies in the upper-elementary grades.

LET'S MEASURE: INCHES, FEET, AND YARDS—11 min., sound; color and black and white; sale. Coronet Films, Coronet Bldg., Chicago 1; produced in 1953.

Arithmetic is a difficult subject for most children, but if we can find good visual material, then our teaching is more effective.

In this film, Jimmy has many questions about length including how tall he is. When Jimmy's father uses a rule to measure his son's height, the boy wants to find out how to measure. Father and Jimmy examine the rule together, and Father points out units of length. From the foot ruler, they proceed to the yardstick. Measuring longer lengths, Jimmy plays a game—finding the length of familiar objects. He begins to learn how to estimate lengths in inches, feet, and yards. This arithmetic film is suitable for the primary and low-intermediate grades.

SKIPPER LEARNS A LESSON—10 min., sound; color and black and white; sale or rental. Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill.; produced in 1952.

The inculcation of democratic attitudes should begin at an early period for all children.

Here is a modern fable in which four different kinds of dogs point up a lesson in democratic attitudes. Children will be able to apply the film's moral concerning human relations to their own activities at play and in the classroom. Primary classes in social studies, language arts, reading, and guidance will be enlivened by this film.

TOMMY AND THE ATOM—1 reel; sound; black and white; sale. Sterling Films, Inc., 316 W. 57th St., New York 19; produced in 1952.

Films concerning atomic energy for children are quite rare. This one is within the level of comprehension of young boys and girls.

In this animated cartoon tale, Tommy explains, in simple words that a child can understand, something about the background of the atom. He tells how it was brought about and what its parts are. He tells of the "bad atom" that can bankrupt mankind, and wreck the universe. He also tells of the "good atom" that can bring peace and prosperity. This film is suitable for use in social studies and science classes of the intermediate grades.

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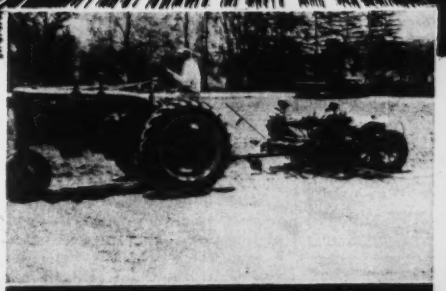

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Contributors, Take Note!

We are desirous of increasing the number of teachers who are sharing their ideas, plans, and devices through our columns. When you complete a unit or play or handwork project, or try out an original game that is successful, why not send it to us so other teachers may benefit from it?

How to Submit Material

1. Use double-spaced typing on one side of 8½" x 11" paper. (Keep a carbon copy for yourself.)
2. State number of words in manuscript.
Primary stories: 400–800 words.
Upper-grade stories: 1000–1200 words.
Articles: 1500–1800 words.
Units, plays: not more than 2000 words; preferably less.
3. Type name and address on each page. Use your given name. Please indicate *Miss, Mrs.,* or *Mr.*
4. State teaching position (grade or subject, name and location of school).
5. If you are sending drawings, photographs, or samples, be sure to pack them properly. Place name and address on back of each item.
6. Submit seasonal material *five months in advance* of the month it can be used (by May first for the October issue).
7. Enclose postage for return of samples and manuscript if unused.
8. Mail all contributions postage prepaid to The Instructor, Editorial Department, Dansville, N.Y.
9. Refer to specific directions given in the departments when submitting contributions to "Let's Laugh," "Girls and Boys," "Teachers' Help-One-Another Club," and "John Pepper's Notes for Canadian Readers."

The Editor's Angle

1. Contributors should *not* submit a manuscript to more than one editor at a time. If a contributor wishes to send his manuscript to a second editor, he should check with the first editor to determine whether it is being considered for immediate publication and if not, obtain its release.
2. Although we pay for all material used we do not quote prices or promise acceptance before examining it.
3. All manuscripts are carefully considered.
4. It is not possible to comment on contributions returned.

Specially for Kindergarten Teachers

Kindergarten teachers often follow procedures and carry on activities that are unique to kindergartens. What projects have you done with your group that would be worth sharing with others? We are interested in articles describing these activities. Samples of children's work, photographs, drawings, or other illustrative material should be included if possible.

PHOTOGRAPH BY SARRA

Competition's Wonderful!

It's one reason we all have so many of the good things that make life worth living!

Johnny couldn't tell you whether Mary's friendlier smile, or her name on the sign, made him choose her lemonade. But he's glad he did! Because let's face it—we all like to have somebody try extra hard to win our good will.

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Yes, today it is truer than ever before—when you name your brand, you better your brand of living!

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Let's Laugh

The bright remarks that children make are a source of pleasure to all of us. Do you know an amusing one? Send it to us, and if it is published, we will pay you one dollar. All items should be typed or written in ink, one item to a sheet. Your name and address should appear on each sheet. Be sure to use your own first name. Mail all items to: Let's Laugh Department, THE INSTRUCTOR, *Dansville, N.Y. Contributions for this column cannot be acknowledged nor can they be returned if we are unable to use them. However, items not heard from in six months may be considered rejected.*

One morning, Eileen, a kindergarten child, came into the schoolroom very much excited. She said, "What do you think I saw on the way to school this morning? It was a deer. It wasn't very far from the road either. It wasn't a grown-up deer and it wasn't a baby deer. It was about high-school size."

LILLIAN BROWNELL
Gasport, New York

"Has anyone ever seen this word anywhere," I said to my first grade as I printed the word EXIT in large letters on the blackboard.

One bright boy quickly said, "It's out in the hall over the door."

"That's right, Johnny," I said. "It's often printed in big black letters over a door. Do you know what EXIT means?"

"Sure," he said with a look of disgust, "please wipe your feet."

NELLIE R. CAMPBELL
Reid Lake, British Columbia
Canada

When the kindergarten children saw our pet hamster for the first time, they all said, "Oh, what a pretty mouse!" I quickly told them, "It isn't a mouse; it's a hamster." At recess the janitor came into the room and said, "Well, who brought the mouse to school?"

The kindergarten very indignantly replied, "It isn't a mouse; it's a monster!"

ROSELYN GIESCHEN
Detroit, Michigan

ART EXCHANGE

HAVE you ever wondered what kind of art work the children do in the schools around the world? You can find out without trouble through the exchange plan sponsored by the Art for World Friendship Committee of The Women's International League for Peace and Freedom. Schools from many parts of the world have been sending their art work to the committee in ever-increasing amounts. Children in Denmark, Greece, Ireland, South Africa, India, the Philippines, and Latin-American countries, to mention a few sources, are eager for pictures showing the customs, housing, clothing, and play activities of our young citizens from five to sixteen years of age.

Mrs. Frederick W. Muller, Jr., Friendly Acres, Media, Pennsylvania, national chairman of the committee, will accept your children's art work, and send you drawings from children overseas.

Allen went home from kindergarten and said, "There's no use of me going any more. I don't want to be an artist and all we do is draw and color."

ETHEL HULSLANDER
Dillon, Colorado

My four-year-old son was taking his first plane ride. As soon as he was in the air he said, "When will we start to get littler all the time?"

LUCILLE CAMPBELL
Mullen, Nebraska

Sonny was walking beside his mother, trying to keep up with her. Finally he said, "Mommy, my legs are out of gas."

EVELYN D. WHITESIDE
Jackson, Tennessee

I had just stated to my sixth-grade science class that the earth revolves around the sun once each year. Eagerly Mary Nell inquired, "Which day does it go?"

HAZEL CRAKER
Calhan, Colorado

The day I wore my skirt with the tiny knife pleats, third-grader Eddie came up to me saying, "I want to feel of them wrinkles."

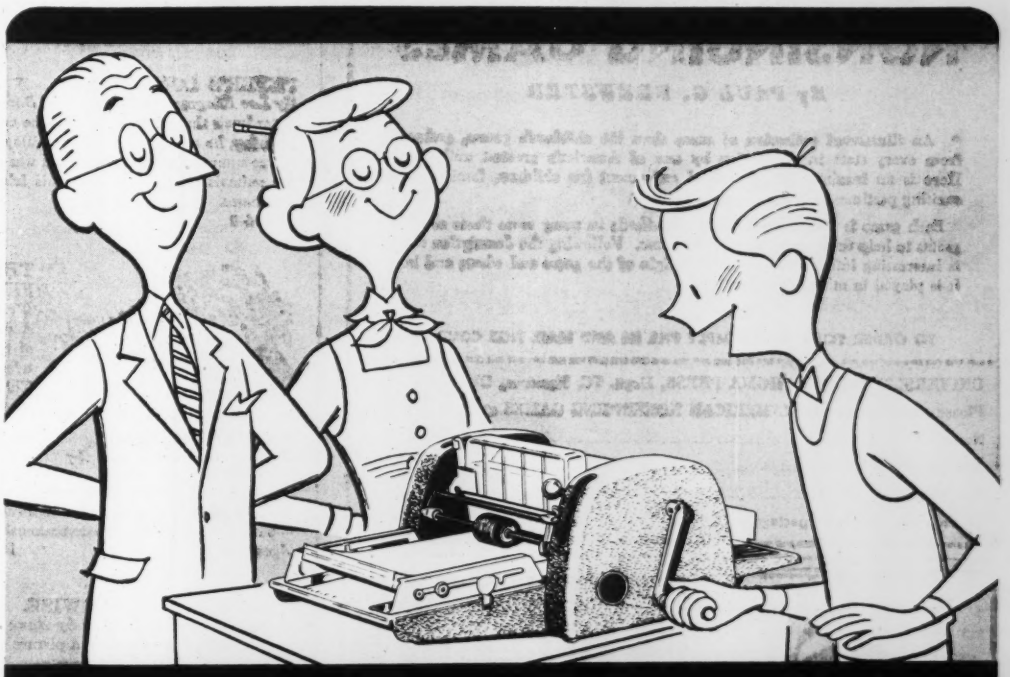
LORENE BREHMER
Almena, Kansas

One day a second-grader asked me, "How do you spell *yester?*"

"Do you mean *yesterday?*"

"Just spell *yester,*" he replied. "I know how to spell *day.*"

KATHRYN FERLING
Johnson City, Tennessee



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Books for Children

REVIEWED BY Christine Gilbert

Director of Curriculum and Public Relations, Public Schools, Manhasset, Long Island, New York

MICHAEL'S FRIENDS

By Rose Dobbs; illustrated by Flavia Gag

A very simple and natural story of Michael who longed for a friend and how he found three—a kitten, a puppy, and a pig. The story first appeared in the March issue of *The Instructor.*

Ages 4–8 *Coward-McCann, Inc.; $2.00*

PETER'S LONG WALK

By Lee Kingman; illustrated by Barbara Cooney

Peter knew that when he was five he could attend school, and so on his fifth birthday, he set off alone for the village school in search of playmates. But it was summertime and the school was closed. Peter learned, however, that the animals on the farm were his friends and that they wanted to be his playmates.

Ages 4–8 *Doubleday & Co.; $2.50*

THE DOG, THE FOX AND THE FLEAS

Written and illustrated by Kurt Wiese

A red fox describes the ingenious way he has of ridding himself of fleas; and when the dog tries the fox's remedy, it works beautifully. This story has the flavor of an old folk tale.

Ages 6–10 *David McKay Co., Inc.; $2.25*

WINDY MORNING

Written and illustrated by Harry Behn

This is a third book of children's poems by this author. The book includes poems as fresh and delightful as a windy spring morning —within the interest and comprehension of children.

Ages 6–10 *Harcourt, Brace & Co.; $2.00*

WISE AND OTHERWISE.

Selected and illustrated by Anne Marie Jauss

Although this resembles a picture book, it is rather a series of illustrations for some of the well-known proverbs. An interesting and humorous treatment of proverbs, the book will prove stimulating to children.

Ages 6–up *David McKay Co., Inc.; $2.50*

THE LITTLE BALLET DANCER

By Monica Stirling; illustrations by Helen Stone

Those who wish to become dancers will love this story of Jeanne, who realized her ambition to become a dancer when she was accepted by the Ballet School of the Paris Opera Company. The Ballet School meant hard work and practice but to Jeanne it was worth all of the effort.

Ages 8–12 *Lothrop, Lee & Shepard Co.; $2.50*

THE LAND AND PEOPLE OF GREECE

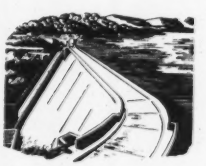
By Theodore Gianakoulis

We have had very little material on modern Greece written particularly for children and this excellent book on the history, geography, social life, and customs of the country will fill this gap. The author, born in Greece, brought up in America, was formerly the "Voice of America" to Greece.

Ages 10–16 *J. B. Lippincott Co.; $2.50*

ALL DOWN THE VALLEY

Written and illustrated by Henry Billings



This is a most unusual book about the whole drainage basin of the Tennessee Valley and its tributaries. Mr. Billings combines geography, history, and sociology in this fascinating story of the valley. The TVA project and the restoration of the valley to productivity are also described.

Ages 12–16 *The Viking Press; $3.50*

SCIENCE MAGIC

By Kenneth M. Swezey

Young people who enjoy science experiments can learn many basic scientific principles from this book. Here are more than one hundred simple science experiments and stunts which are fun to do and which look like magic.

Ages 10–12 *McGraw-Hill Book Co., Inc.; $3.75*

Books for Teachers

REVIEWED BY Ruth M. Northway
Elementary Principal, Central School,
Springville, New York

School Texts

ARITHMETIC FOR TODAY—BOOKS 3 & 4
By Durell, Hagaman, and Smith

These books are part of a complete arithmetic program which uses a sequence of pupil experiences to build real power. There are inventory tests and reviews, enrichment material, and space to write all exercises. *Charles E. Merrill; $.99 each*

JERRY GOES ON A PICNIC
By Florence Battle

This latest addition to the "Jerry Series" combines health, safety, and nature information cleverly interwoven into an adventure with rabbits, a mole, and skunks. This supplementary text contains only fourteen words above second-grade level. *Beckley-Cardy Co.; $1.48*

AMONG FRIENDS
By Brownell and Evans

One of the books in the ABC Health Series, it presents experiences of a family in Hilltown where the children become acquainted with gardens, cleanup time, safety rules, dental offices, first aid, water safety, and desirable health habits.

MAKING FRIENDS
SKIPPING ALONG
By Leary, Reichert, and Riely

These are two books in the "Time to Read Series." The first centers around cowboys, funny animals, kittens, puppies, and activities around the year. The second extends these concepts, featuring inventions and special days. *J. B. Lippincott Co.; $1.68 and $1.88*

American Book Co.; $1.88

LANGUAGE ARTS SPELLERS—GRADES 2 & 3
By Betts, Killgallon, and Friebele

These workbooks are planned scientifically to make spelling meaningful and to appeal to each age group and to the various types of learning—visual, motor, and auditory. An individual spelling chart is included for the purpose of self-evaluation. *American Book Co.; $.60 each*

Professional Books

BASES FOR EFFECTIVE LEARNING
By Department of Elementary School Principals

This yearbook suggests that these bases for effective learning include a "pacesetter," the principal, well-adjusted teacher and child, good staff relationships, cooperative enterprises, good community-school relations, methods suited to individual needs, and a stimulating physical environment.

1201 Sixteenth St., N.W., Washington, D.C.; $3.00

LEARNING TO LIVE IN 1953, Basic Relationships of Life
Compiled by Betzner, Gilbert, and McLaughlin

A list of 935 children's books with annotations. For example, in showing a child's relation to life, dog and other animal stories are listed under the category, "Understanding Animal Life."

The Combined Book Exhibit, 950 University Avenue, New York 52; free

MIND YOUR CHILD'S ART
By Laura Bannon

This is a much needed book containing more than 100 illustrations with accompanying notes on how to stimulate and interpret a child's art. Written by an experienced art teacher, herself an artist of note, the comments are both practical and helpful. *Pellegrini and Cudahy; $2.75*

IMPROVING READING IN ALL CURRICULUM AREAS
Compiled and edited by William S. Gray

This Supplementary Educational Monograph (No. 76) is filled with helpful material as to how to adjust reading and reading materials to individual differences and different curriculum designs, and to various content fields. Administrative responsibilities are also highlighted, *University of Chicago Press; $3.25*

An amusing project executed with Milton Bradley Perma-Kraft Modeling Clay.

Feline Frolic

WITH MILTON BRADLEY PERMA-KRAFT

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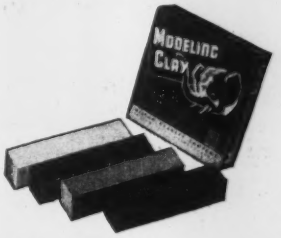

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so wholesome
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GET A FAMILY SUPPLY OF 24 BOTTLES.
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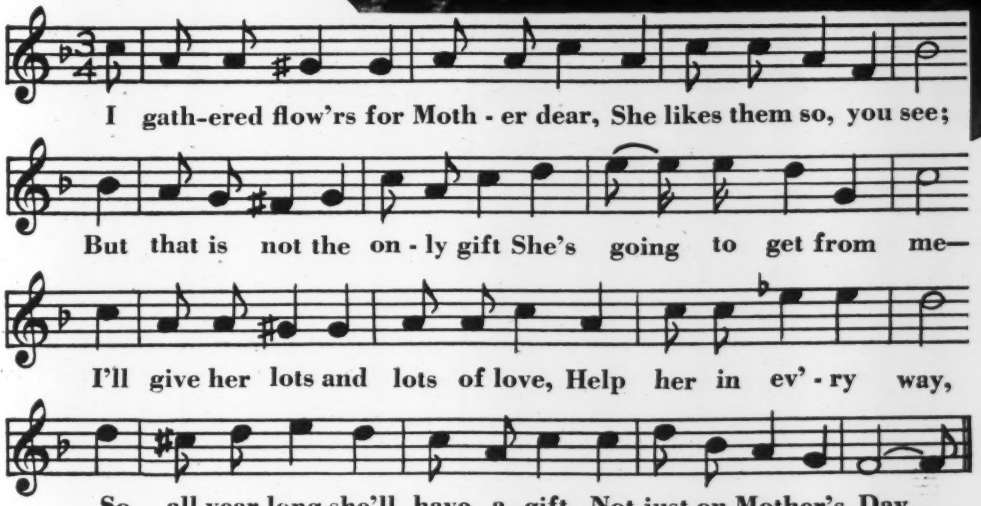
Mother's Day

Harold M. Lambert

A Gift for Mother


I gath-ered flow'rs for Moth - er dear, She likes them so, you see;
But that is not the on - ly gift She's going to get from me—
I'll give her lots and lots of love, Help her in ev' - ry way,
So all year long she'll have a gift, Not just on Mother's Day.

Words and Music by
MAY F. LAWRENCE

"YOUR DICTIONARY AND HOW TO USE IT"

A New SVE Filmstrip Release, In Color, For Grades 4 Through 9

This new series of six filmstrips visualizes the value of the "dictionary habit." Discusses syllabication and accent, format, abbreviations, alphabetizing, guide words, specific and multiple meanings.

"Your Dictionary And How To Use It" was prepared by Devona M. Price (left), Director of Instruction, and Kathleen Mulryan, Assistant, Office of Instruction, Elementary Schools, Oak Park, Illinois.

Correlated With The Texts Of Five Leading Publishers

The filmstrip authors have prepared five comprehensive correlation charts to show how the series correlates with the intermediate grade reading programs of five leading publishers: Ginn and Company; D. C. Heath and Company; Lyons & Carnahan; Row, Peterson & Company; and Scott, Foresman and Company.

These charts are available at no charge, upon request.

CORRELATION CHARTS AT NO COST

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I-5-53

Society For Visual Education, Inc. *(A Business Corporation)*
1345 Diversey Parkway, Chicago 14, Illinois

Gentlemen: Please send my free copies of the "Your Dictionary And How To Use It" Correlation Charts. I am interested in the correlation with the texts of the publisher(s) checked:

- ☐ Ginn and Company
- ☐ D. C. Heath and Company
- ☐ Lyons & Carnahan
- ☐ Row, Peterson & Company
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Fifty Years Ago in the Normal Instructor

Reformed spelling received a big endorsement at the national banquet of principals at Chicago. They advocated a long list of changes such as "altho," "thorofare," and "thru." Now, fifty years later, only one of their suggestions has earned a first-choice place in the dictionary—"programme" is now accepted as "program."

"Coffee does not set up disease with all people using it, but on the other hand it absolutely does create disease in thousands of well authenticated cases traceable directly to coffee and nothing else."

From Annie Chase's nature questions: "Why are the first leaves of the horse chestnut covered with wool or hair? Answer: The wool is the covering they were tucked into all winter, like chicks in Mama hen's nest feathers."

"Near the city of Philadelphia is a glass blowing plant where the only girl glass workers in the world are working. Some of these craftswomen are former teachers. 'They have a delicacy of touch and a deftness which makes them specially fitted for expertness,' comment the owners of the plant."

Hearts and flowers advertisement—"The lover plights his troth with a sparkling gem which lasts forever, and which every day during life, reminds the loved one of the giver's love and generosity. No lover, even though a teacher, is too poor to buy a diamond on our system. He simply makes a selection from our catalogue and we require only one-fifth of the price as a first payment, allowing the balance to be payed in eight months."

The torch of freedom God has lit
Burns upward for the Infinite,
And through all hindrances it will
And must and shall burn upward still. —*Gerald Massey*

"Why bother with a $15.00 electric fan? For $1.50 you can purchase a fan that runs with 2,000 revolutions a minute. Simply connect it to any spigot and turn on the water."

"I Love to Paint Kids," says Norman Rockwell

AS PEOPLE who have followed my work know, I love to paint kids. The marvelous expectancy in their faces can never be found in adults. The wonder of life, with its mystery and its promise, is all theirs. I am happy when I am able at rare times to catch that certain something that is the essence of childhood. Some children seem able to project that quality more than others, and I find myself asking again and again for favorites of mine in the village where I live.

Sometimes a skinny little ten-year-old girl—not the beautiful curls and dimples kind either—will be able to epitomize in a few gestures the basic desires of all women: for admiration, a home, and a good life. Or a pug-nosed boy repeating the Scout Oath has all the solemnity of good men everywhere.

You teachers have a much more tremendous challenge—not just catching on paper the mischievous look in a boy's eyes; or the love of beauty in a girl's face. You must be the one to satisfy the needs of the boy or girl to keep busy, to be stimulated, to enjoy the beautiful. What a worthy task you have!

I have read many times of great people who have said it was a teacher who encouraged them, who made their dreams seem possible. Some teachers have special gifts, I know, and I believe the teacher who recognizes those gifts, and uses them as much as possible, becomes the teacher we long remember with gratitude and affection.

There is a teacher in the school my boys one time attended, who believes the most important thing in the world is the enjoyment and knowledge a child receives from reading. Her crusade is to instill into as many students as possible a real love of reading. I was amazed at how contagious her enthusiasm for books is. She makes every effort to see that the books are actually in the students' hands, by borrowing them at the library herself. Her results are remarkable.

Then only last summer an old teacher of mine came to see me. She is more than seventy years old, still teaching, and she continues to have that love of life and dedication to her teaching which so inspired me in my youth. She meant a great deal to me at an important time, and I shall always remember her.

There are, no doubt, heartaches and many times of discouragement in teaching. But there is also the knowledge that some girl or boy may be inspired to efforts which they might not otherwise make. This is a real challenge which is being met daily by you teachers.

Norman Rockwell

Talking Over

--- the Cover Picture

HARRIET GARRELS

Specialist in Art,
Elementary Schools,
Washington, D.C.

WHAT a beautiful day it is for this little English girl and her dog to take a stroll! The artist says she wanted to paint "the beauty of a blue day in the west country of England." What does a blue sky tell about the weather? Where do you see a larger quantity of blue? Which is brighter and darker?

Do you like the little girl's pretty red shoes? Her rompers are golden as sunshine. They tell us something about the weather too. What else is the same color? If she untied her scarf we would see a real Goldilocks.

Look at the golden flowers she holds. She is looking at them and at the tiny creature which has lighted on them. What is it? The blue butterfly, which gives the picture its name, is the focal point of the composition. Who is looking up at it? Does he seem as interested as the little girl?

Miss Dawson draws dogs perfectly because she knows them well and loves them. She has several cocker spaniels, dachshunds, Scottish terriers, a small wire-haired terrier, and three afghan hounds. What breed is this appealing little fellow?

Notice how the artist has drawn him. Is he outlined with a firm unbroken line? Black curly hair drawn with charcoal and white curly hair drawn with chalk cover the body painted with water color. Do they give a smooth or shaggy effect? Charcoal was used for the velvety black nose and a few soft smudges were rubbed on. The dark charcoal outlines on the little girl are as firm as the sturdy child herself.

The original picture was 27″ x 33″. Miss Dawson likes to work on huge things. If possible she would like to draw everything life size. She uses water color for light delicate parts of the composition and water color over pastel for thick bright parts. Which part of this picture is plain water color? The clouds are not painted at all. What are the feathered friends passing in front of them?

Of course you noticed the child's head more than the clouds. Why does it show up so well? When you look beyond this big little girl with her head in the clouds what do you see? Is it a place you would like to visit?

What color is her kerchief? Is it bright or dull, dark or light, plain or figured? What color are the figures? Pictures are more interesting if some parts are figured instead of plain. Artists call this *texture*. The flowers in the field make a pleasing texture too. What kind are they?

The Artist

Muriel Dawson made drawings before she could walk. Born of Scottish parents in New Zealand, she moved to England when she was nine. At five, she began rising very early in the morning to paint the beautiful pink sunrise on Mount Cook. Always a nature lover and fond of animals, Muriel loved to investigate the New Zealand bush, but was forbidden to go out of sight of a flag which her father hung on a tree.

A kind governess taught Muriel her lessons. When she was about sixteen she started to art school, and for five or six years attended the Royal College of Art, Kensington, London.

At twenty, Muriel made her first visit to Scotland, where she now lives near Aberdeen. With her are several dogs, a Siamese cat, and a shaggy pony.

Miss Dawson won several scholarships at art school—one for European travel in her last year. Her advice, to children interested in art, is to "draw and draw and draw everything that in any way attracts them."

--- and New Records

ELVA S. DANIELS

Supervisor of Music,
Public Schools,
Swarthmore, Pennsylvania

ARE you busying yourself just about now with those unloved but ever-present requisition forms? This season should be called requisitions month, and whatever name your particular school may attach to them, it all adds up to lots of "paper work" for teacher. In the hustle to meet the deadline, don't forget to order some new recordings. If you are tempted to overlook this important item, think back to last month during that week of rain, when you wished you had something different to do with your class.

You probably shy away from the task of choosing records, feeling quite inadequate to pick out the apropos items in a huge catalogue. Take heart, because for ten cents you can have a catalogue that's as useful as having your music supervisor sitting right at your elbow! RCA Victor has just released its long awaited "Educational Record Catalogue," which is compact and easy to use.

It begins with a suggested Budget Library of 45 rpm Red Seal Records. There's a well-rounded selection for the fifty-dollar purse, and other groupings for pocketbooks ranging up to a well-padded one hundred and fifty dollars. There's a little paragraph to set you straight on the relative merits of "45's" and "33's," so you need never again blush at not knowing the difference. There is a complete listing of the Basic Library for Elementary Schools, and another listing of recorded songs from the Birchard "Singing School" series of music books. There is a list of folk-dance records and a list of records to be used to illustrate various instruments of the symphony orchestra.

Maybe you're ready to spend that dime right now, but there is still another list more wonderful than the preceding. Browse through the other fifty-six pages, where you will find everything listed from "Sweet and Low" to Beethoven's *Ninth Symphony*. Each record is checked and annotated as to grade level, type of activity (listening, moving about, or singing), speed at which record can be purchased (45, 78, or 33⅓), and possibilities for correlation with other subjects. Let me show you how useful it is.

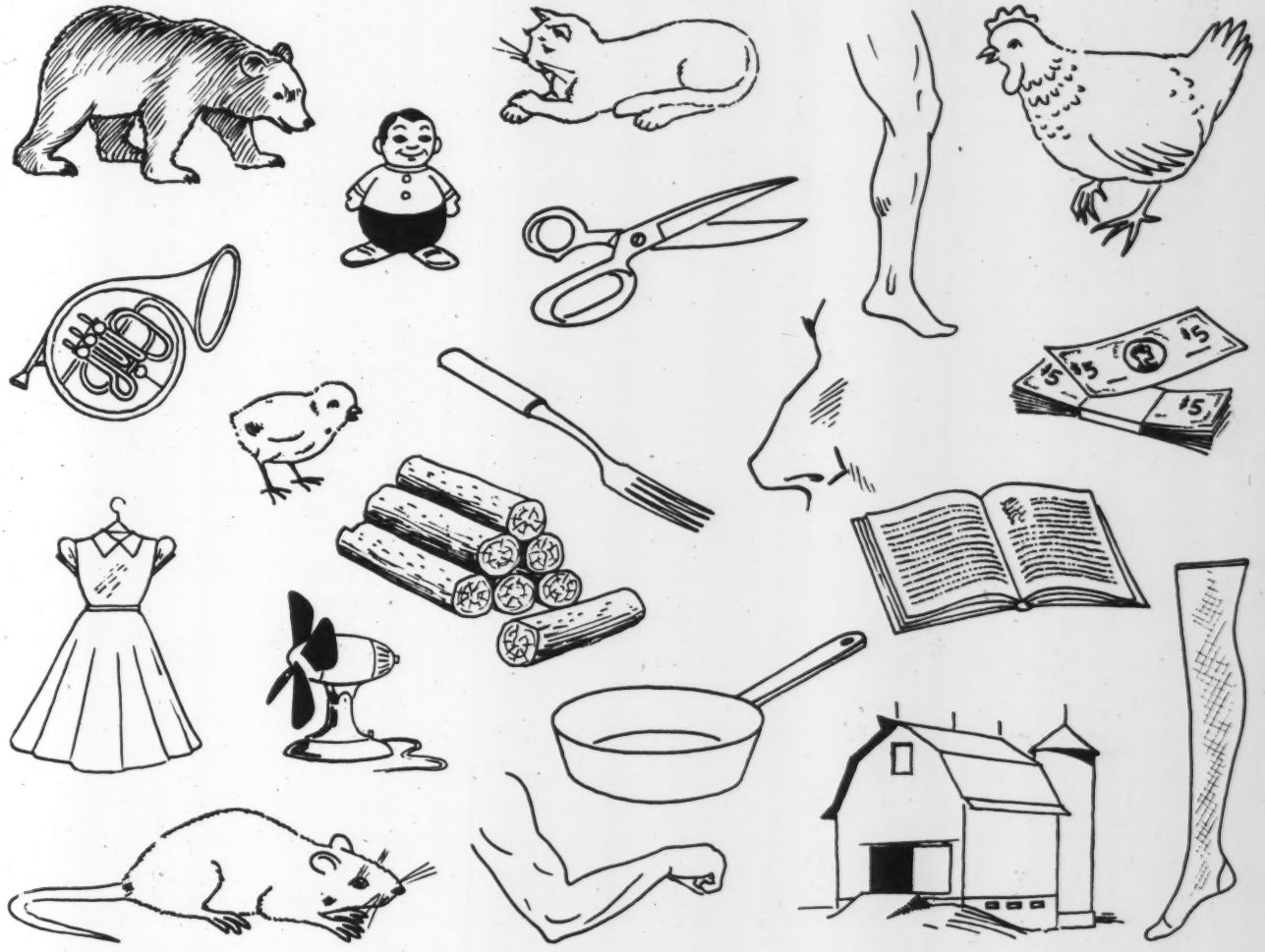
Suppose you want to play some "classical" music for your sixth grade, but feel that their background is somewhat lacking. You feel that "classical" music could get a toe hold if only it were familiar. Run your finger down the correlation column in your catalogue, and look for the letter "R," which will point out all records that are popular adaptations of the classics.

This fine catalogue even includes a few notes on how to store your records, and, of course, a price list. For your copy, send ten cents to: Educational Services, 2-2, RCA Victor Division, Camden, New Jersey. Talk that next-door teacher into ordering her own copy, because once she sees yours, you'll never get it back again!

Did inauguration week find you slightly weary from watching the great events on television? Even the very youngest children seemed interested in *(Continued on page 79)*

Make Easy Flash Cards -- IV

HERE is a fourth page of words and drawings to help teachers assemble their own primary flash cards. Put a word on one side of a tagboard card and the picture of it upside down on the other side of the card. Punch two holes at the top of each card and fasten ten cards together with metal rings. Two pupils can use one set together. One child shows the picture for the second child to identify. Then reverse the cards so that recognizing the word becomes the problem. Similar pages appeared in the September, January, and March issues.



arm	chick	horn	rat
barn	dress	leg	scissors
bear	fan	money	stocking
book	fork	nose	toy
cat	hen	pan	wood

These words are from the first 500 words of the Gates Reading List.

KINDERGARTEN NEWS

Chicks Go to School

Emma Golden
Associate Professor of Education
Fort Hays Kansas State College

A REPORT about baby chicks at the home of one of the children led to a visit to see them. The group interest was keen, and one child expressed a desire for one of Mary's chicks, so the teacher suggested that we might have some chicks in our kindergarten. On our way back to school, we stopped at the hatchery and the teacher made arrangements to buy three chicks as soon as we had set up a home for them in our classroom.

In the Kindergarten

First, the children made a workbench. Then, using soft wood or heavy cardboard—whichever seemed best in each case—they constructed a scratch box, feeding tray, small coop, and a picket fence.

As soon as the equipment was made, it was set up in one of the large sandboxes, and the chicken yard was ready. (Later, when the chicks were older, a wire fence was substituted for the picket fence.)

During discussion periods, the children decided that four committees were needed to care for the chicks.

1. Clean the sandbox every day.
2. Replace soiled newspaper with clean paper every day.
3. Organize and feed the food supply which classmates brought from home—such as lettuce, oatmeal, dried bread, and grass.
4. Wash and fill the water dish.

Photo by Niemela, Courtesy Contra Costa County School Dept., Calif.

Gardening

Ilo Orleans

It's spring; it is spring;
It is spring, spring, spring!
I dig and I dig,
And I dig, dig, dig.
I rake and I rake,
And I rake, rake, rake.
That's how my flower
Patch I make!
I plant and I plant,
And I plant, plant, plant.
I pat and I pat,
And I pat, pat, pat.
I hoe and I hoe,
And I hoe, hoe, hoe.
That's how the green things
Start to grow.
I spray and I spray,
And I spray, spray, spray.
I weed and I weed,
And I weed, weed, weed.
I hoe and I spray,
And I weed some more.
And now—pretty blossoms
I'm waiting for.

The morning that the chicks were to arrive, every child was eager for this new event in his school experience. One of the fathers had agreed to stop at the hatchery and pick up the chicks, and deliver them at school when he brought Johnny. They arrived in a special "live and grow" box which is designed to carry chicks safely, and if necessary to provide sleeping quarters for a day or two while they are small.

During the time that the children were feeding and caring for their new pets, they decorated the room with a chicken frieze and posters. They also made chicks and the equipment in the chicken yard from modeling clay. Some children used the large play blocks in the room to construct a chicken house, but this was not used by the chicks, of course.

When the chicks had changed their downy yellow coats for real feathers, we took them to the park one day to observe them out in the open while they scratched, picked grass, played, and pulled up worms. The children observed these activities with interest.

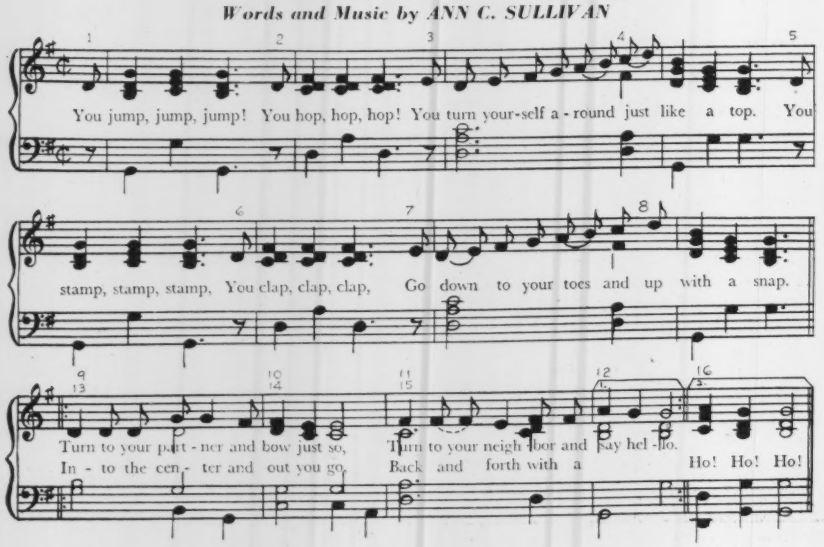
Perhaps one of the most worth-while benefits derived from having baby chicks in school was the stimulation of language expression. The interesting experiences of different individuals encouraged children who had previously been unable to express themselves to speak up and contribute to the knowledge and pleasure of others.

Evaluation

By focusing their attention on the tiny, helpless chicks, the children showed improvement in co-operation, working, and planning. They developed a new interest in protecting all living things, and this need to care for the chicks adequately increased their curiosity for information. Food and sanitary conditions took on special significance when related to the welfare of the chicks. As a result, they began to have a better understanding of the importance of food and sanitary conditions in relation to themselves.

Turn to Your Partner

Words and Music by ANN C. SULLIVAN


You jump, jump, jump! You hop, hop, hop! You turn your-self a - round just like a top. You
stamp, stamp, stamp, You clap, clap, clap, Go down to your toes and up with a snap.
Turn to your part - ner and bow just so, Turn to your neigh - bor and say hel - lo.
In - to the cen - ter and out you go, Back and forth with a Ho! Ho! Ho!

For rhythmic activity to accompany this song the following suggestions may be helpful.
Phrase 1.—Hands on hips; jump three times in place.
Phrase 2.—Raise one foot and hop on the other three times.
Phrases 3–4.—Spin around like a top.
Phrase 5.—Stamp left—right—left.
Phrase 6.—Clap hands three times.
Phrase 7.—Bend forward and touch toes.
Phrase 8.—Come up quickly and snap fingers.
Phrase 9.—Turn to your partner.
Phrase 10.—Bow.
Phrases 11–12.—Turn to boy or girl on other side and shake hands three times.
Phrases 13–14.—Take partner's hand with one of yours; place other hand on hip. Take three running steps toward center of circle and three back.
Phrases 15–16.—Repeat action of last two.

Our Second-Grade DIARY

A PRIMARY UNIT ON FIREMEN

INEZ LAVIN

Teacher, Second Grade,
Spring Valley School, Paramus, New Jersey

THIS is a true account of one section of our social-studies unit—Community Helpers Who Protect Us. Only the names of the firemen have been changed.

May 4—

We saw a movie about a growing community. We learned a community is a place where people work together. Then, we wanted to learn about our community helpers, in Paramus, New Jersey.

We made a large map for our room that shows the main streets in our town, and a small one for the cover of our booklet. Our teacher said that when we are finished with the large map we may place it on the floor, and walk on the streets. We will feel like giants walking over the housetops.

May 5—

We talked about the big fire in our town that happened last week. Arlene's father is a fireman and she told us how he helped rescue one of the children.

We read the news story about the fire and wanted to find out more about the firemen who helped.

We decided to visit a firehouse in town because we didn't know much about firemen or firehouses. We wrote letters to the fire chief asking if we could visit the Spring Valley firehouse and see the fire engine.

May 6—

We visited the firehouse and Fireman Brown took out the fire engine. We were surprised to find there were no other firemen at the firehouse. Fireman Brown told us that Paramus has just volunteer firemen who do not stay at the firehouse.

We found that Paramus has four firehouses, four engines, all pumpers (costing about $13,000 each) and no fire dog. We were disappointed about the dog.

When we came back to school we traced on our big map the route the bus took to get to the firehouse. We remembered all the streets we traveled on and our teacher said that she was proud of us.

We painted big pictures of the pumper, and Anne and Russell painted one for the map.

May 7—

We wrote Fireman Brown thank-you letters for being so kind and answering all our questions.

In the afternoon we visited the other firehouses. There is an old-fashioned alarm at the East Ridgewood firehouse. It is a gong that people rang to tell others there was a fire. There is a new alarm box on East Ridgewood Avenue.

At the Fairview firehouse we met Fireman White. He told us about the booster pump, Indian tank, brooms for grass fires, fire extinguisher, and first-aid kit.

Was it exciting when he blew the siren and rang the fire bell!

Fireman White couldn't put the Indian tank on his shoulders alone because it is too heavy. He showed us how it squirts the water. It looked like fun!

He told us about the fire we had read about. They had to use the water from the booster tanks of the four pumpers, and then get more water because there was no stream or hydrant near by.

We are grateful for firemen like Fireman White. We thanked him, and gave three cheers for the firemen of Paramus. Dwight gave the loudest cheer.

May 8—

We made pictures of the four firehouses. Some children made stand-up pictures and tacked them on our big map. Now we can see all the firehouses at once. We know the streets they are on too! Our map is beginning to grow.

May 11—

We read books on firehouses and some do have a fire dog. One tells how a dalmatian dog put out small fires with his paws.

We saw a slidefilm about a city firehouse. The firemen were sliding down the poles. What a long hook and ladder truck they had at the fire station! We would like to see a hook and ladder truck. David brought a toy one but we would still like to see a real one.

May 12—

We discussed a lot of things we would like to know about a city firehouse. Cathy said that her grandfather designs firehouses. We wished we could see one of them.

Cathy came back from lunch with her mother. She had a surprise for us. She said that we could visit a firehouse in Teaneck because her grandfather had arranged for us to go the next day. We clapped after she told us.

May 13—

At the firehouse, Mrs. Lavin told us to look and listen for we had a lot to learn.

Lieutenant Dobbs was very glad to see us. He showed us the two hook and ladder trucks, three pumpers, searchlight truck, and rescue wagon. He told us if the alarm sounded we should go to the back of the firehouse and stand against the wall. We knew why.

We went upstairs and saw where the firemen slept. Lieut. Dobbs told us that a group of men stayed twenty-four hours and then went home for twenty-four hours. That meant there were always men on hand to answer an alarm.

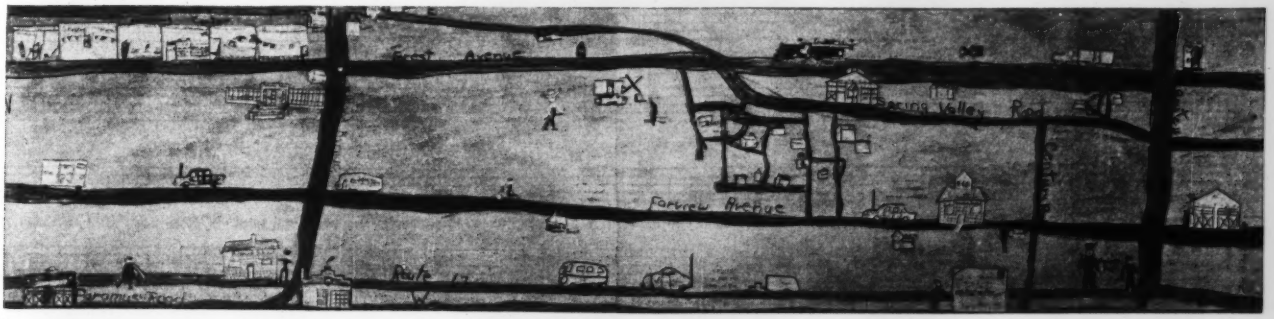
We saw the kitchen where the men cooked their meals. Then, we saw the ping-pong table, television set, and card table. Lieut. Dobbs said they used these when their work was done.

One fireman told us they had 127 panes of glass to clean. They must work hard for the floors were very clean and shiny. The engines were also very shiny.

We stayed in the living room for a while and asked many questions. Lieut. Dobbs was surprised we knew about booster pumps and Indian tanks. He told us about the 85-foot ladder on the hook and ladder truck. The truck costs about $27,000. That's a lot of money.

Then we went to the alarm room. We had to be very quiet. We saw how the alarm-box number comes *(Continued on page 82)*

A map of our town
developed during the unit.

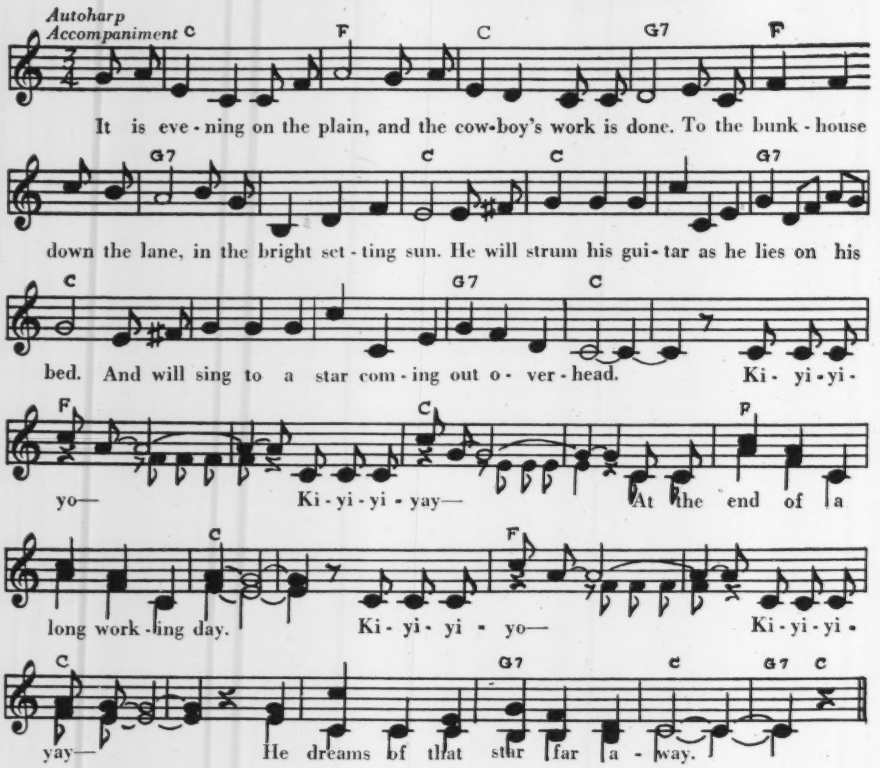


Creating Classroom Music Is Easy

Hazyl H. Fletcher

Teacher, Sixth Grade, U. S. Grant School, Columbia, Missouri

COWBOY SERENADE


Autoharp Accompaniment
C F C G7 F
It is eve - ning on the plain, and the cow-boy's work is done. To the bunk - house
G7 C C G7
down the lane, in the bright set - ting sun. He will strum his gui - tar as he lies on his
C G7 C
bed. And will sing to a star com - ing out o - ver - head. Ki - yi - yi -
F C F
yo— Ki - yi - yi - yay— At the end of a
C F
long work - ing day. Ki - yi - yi - yo— Ki - yi - yi -
C G7 C G7 C
yay— He dreams of that star far a - way.

How often we classroom teachers have said, "No, I never teach creative music. I have neither the time nor the talent." Yet it takes little of either to create a rewarding experience.

Your first attempt will not put Rodgers and Hammerstein out of business, but the children love it because they "made it up," and you will enjoy it because you have given them a rich new experience.

There are a few rules to remember as you start to compose.

1. Do have a plan. If you choose to write about spring, pick a beautiful day for it, introduce it gaily, and have a few rhyming words in mind if needed.

2. Do keep the song short and simple the first few times you try it. A four-line poem will make about four lines of music. (Repeats, in both lyric and melody, are a respectable practice.)

3. Do stop as soon as interest lags. Leave the accomplishment in plain sight on the blackboard.

4. Do keep your rhyming words pure. "Down" rhymes with "brown." The immature child will try to rhyme it with "sound" and "ground."

5. Do keep reminding them that the song is all theirs. Assure them that you will not make any changes without permission.

With your plan firmly in mind, it is easy to guide the children's thinking into the proper channels for composing. Do not, however, be shocked if someone suggests a rather questionable phrase. Treat it lightly, and pass over it quickly.

In my own experience I have found it easier to write the music and make the words fit it, but others may prefer to write a poem first and the tune later.

Three or four fifteen-minute periods are enough to complete a simple song. Even the non-singers can contribute word patterns, and are often more impressed with the final result than is the more musical child.

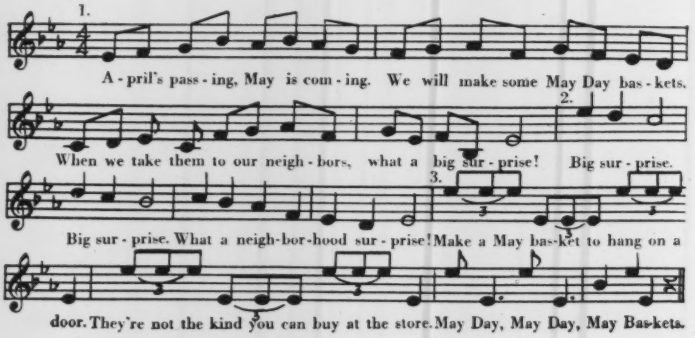
The measure signature and key signature are the last things to go on the staff. This is teacher activity, and should be done outside of class, either by the teacher herself or a musical friend.

The song above is the result of working with my sixth-graders. Truly it is their song and they love it, but they would like to share it with you and your class. If you enjoy it, remember your group could easily do as well.

Two Interesting Rounds for May - - -

Mrs. Fletcher composed these rounds to use with her class. Have the children learn them as regular songs. When they know them thoroughly, it will be easy to sing them as rounds.

MAY BASKETS


1.
A - pril's pass - ing, May is com - ing. We will make some May Day bas - kets.
2.
When we take them to our neigh - bors, what a big sur - prise! Big sur - prise.
3.
Big sur - prise. What a neigh-bor-hood sur - prise! Make a May bas-ket to hang on a
door. They're not the kind you can buy at the store. May Day, May Day, May Bas-kets.

HAIL AMERICA

1.
Hail to thee, Hail A - mer - i - ca, we sing. Hail to thee,
2.
Hail A - mer - i - ca. Sing ing prais - es, al - ways sing ing, Hail our
coun - try. Sing - ing prais - es, loud - ly ring - ing, Hail to thee.
3.
Hail A - mer - i - ca, Hail A - mer - i - ca, Hail, Hail, Hail.

A UNIT for MIDDLE GRADES

Lenora Matthews

Teacher, Fourth Grade, Valley Hill School, Hendersonville, North Carolina

FROM casual observations and overhearing bits of conversations, I realized that a cowboy unit would stimulate my fourth-graders' interest in the basic subjects.

Procedure

The study was tipped off by showing "The American Cowboy," a color film secured from the Film Library, Ford Motor Company, 1625 Eye St., N.W., Washington 6, D.C. After seeing this excellent film on the life of the American cowboy, the children were eager to visit a ranch.

Each child received a duplicated make-believe invitation to visit "Jack" at his ranch in Montana at cattle-branding time. Then each child wrote a note of acceptance, and we were soon on our way to our imaginary ranch.

On arrival, the class divided into two groups. The Roy Rogers and Hopalong Cassidy fans were about equally divided, so they organized a club at each ranch and named them the Roy Rogers Club of Double Diamond Ranch and the Hopalong Cassidy Club of B-4 Ranch. Each club selected a "boss" and adopted the code of behavior of its "idol." The children were free to choose the ranch on which they would live.

A large chart was made with the appropriate brand and the name of the club at the top, and ten objectives (listed below). The pupils' names were next on the chart, in a convenient place for each child to check whether he had been a good citizen.

1. Be honest.
2. Be neat and clean.
3. Always be obedient.
4. Study hard and learn all you can.
5. Do not show off or boast.
6. Obey your country's laws.
7. Be kind to animals.
8. Be courteous.
9. Respect the flag.
10. Be proud you are an American.

Pictures of cowboys found in *Holiday* and *National Geographic* magazines were shown on the opaque projector, and another film, "A Visit with Cowboys" (Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill.), was shown as the unit progressed.

A list of topics was posted on the bulletin board, and the children selected subjects for oral reports. Each child gave one report during the unit, and some children gave as many as three. The topics included: ranch, brands, knots, chaps, rodeo, dogie, stampede, bareback bronc riding, cutting horse contest, Brahma bull riding, tarantula, cattle drive, chuck wagon, cowboy singing, palomino, roundup, snake-bite box, maverick, neckerchief.

Correlation

There was no text for the unit but a number of books about cowboys (from primer to sixth-grade level) were available for the children to read. At times I read some of the more difficult stories to them and this served to increase their interest in reading.

During the unit, the children found a need to read for information, and learned to read for pleasure. Writing letters, stories, and poems became exciting activities when based on their favorite topic—cowboys. Drawing and painting were done with a real sense of creativity especially when preparations were under way for the programs presented at the culmination of the unit.

Arithmetic became "big business" when the price of beef cattle, cowboys' salaries, and party planning were involved, or when determining the distance from our homes in North Carolina to the ranch in Montana, or the number of miles between India and the United States.

Spelling was no longer a hated task of the day if you wanted the "ranch boss" to notice that you checked point four on the chart each day.

Correlation with science was easier than the children imagined at first. Before the end of the unit, every child could name some commercial uses for each part of the cow: flesh for food; fat used in candy and soap; hoofs and horns for buttons and knife handles; skins for leather; hair in plaster; blood and other wastes in fertilizer.

From the "Stories about Hal" in the *How and Why Club* (L. W. Singer Co.) the children learned something about the habits of beavers, the origin and meaning of fossils, the story of the dinosaur, and how skeletons are prepared for the museum.

Map making was viewed with a new perspective when these juvenile cartographers were tracing their travel route from North Carolina to the fictitious ranch in Montana, or charting the ocean route traveled by the Brahman cattle imported from India to their ranches. This gave a meaning to the need for maps.

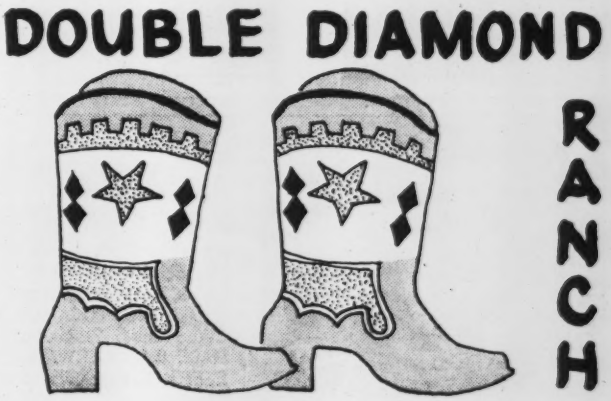
The organization of the two ranch clubs motivated the children to perform their citizenship duties more faithfully. And it was good to observe that the feeling of responsibility, respect for others, obedience, fair dealing, co-operation, and leadership that had developed in a spirit of rivalry between the two clubs outlived the unit.

The importance of health had special significance as these pseudo cowboys and girls competed for perfect chart scores.

Culmination

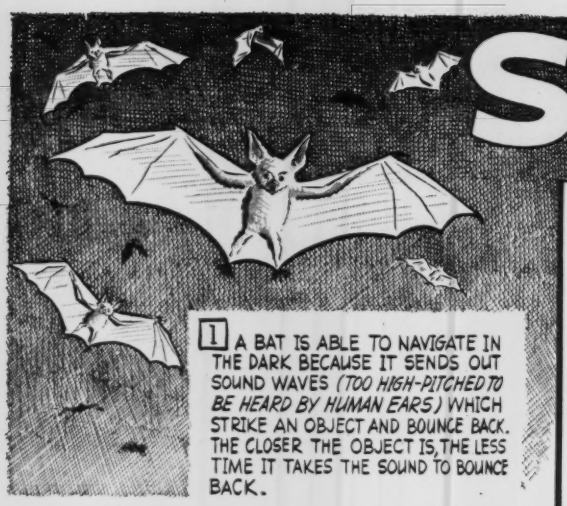
At the end of eight weeks, the children gave a chapel program for the Junior American Citizen Club including short informative talks, story and poem readings, and a short play. A sustaining activity through the unit had been the planning and fund raising for a roundup party at the conclusion of the study. Invitations were issued to the principal, county supervisor, and representatives from other grades.

"Learning had seemed like child's play," but now the fourth-graders returned, in spirit, to our class "work" in North Carolina.



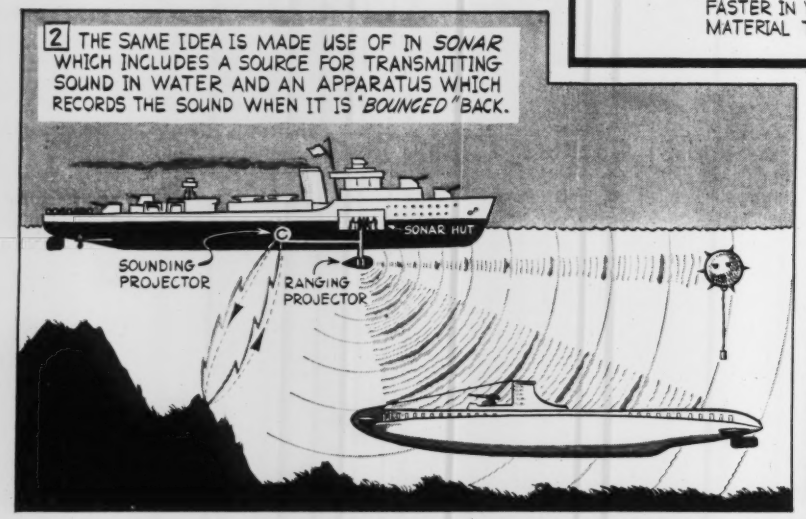
SONAR

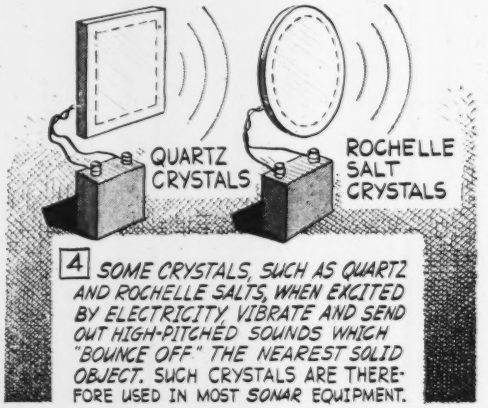
JAMES PALMER



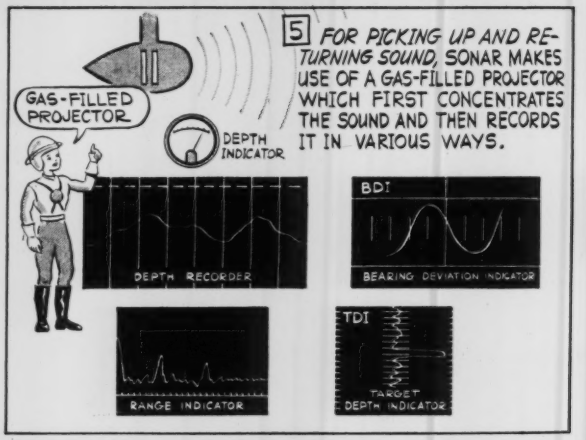
1 A BAT IS ABLE TO NAVIGATE IN THE DARK BECAUSE IT SENDS OUT SOUND WAVES *(TOO HIGH-PITCHED TO BE HEARD BY HUMAN EARS)* WHICH STRIKE AN OBJECT AND BOUNCE BACK. THE CLOSER THE OBJECT IS, THE LESS TIME IT TAKES THE SOUND TO BOUNCE BACK.

3 SINCE SOUND WAVES TRAVEL NEARLY FIVE TIMES FASTER IN WATER THAN IN AIR, WATER IS AN EXCELLENT MATERIAL THROUGH WHICH TO SEND SOUND WAVES.

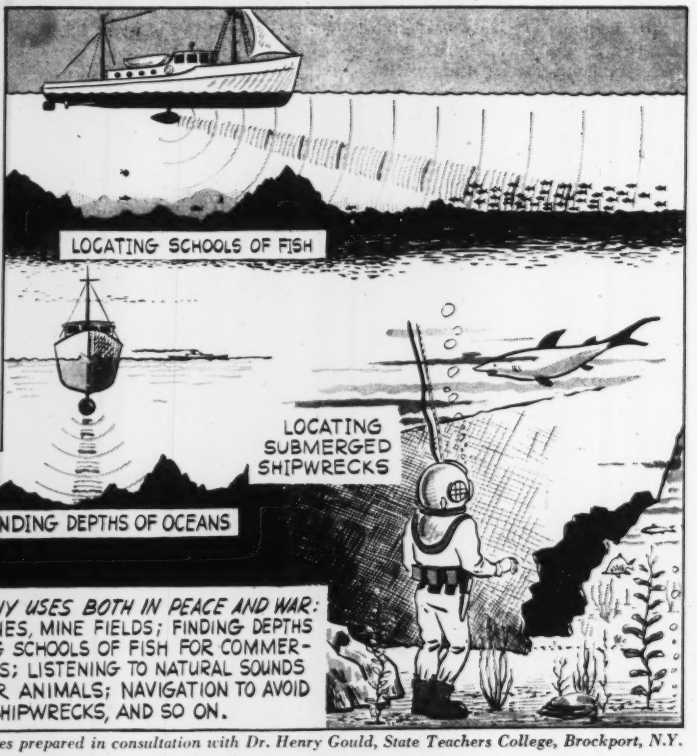

2 THE SAME IDEA IS MADE USE OF IN *SONAR* WHICH INCLUDES A SOURCE FOR TRANSMITTING SOUND IN WATER AND AN APPARATUS WHICH RECORDS THE SOUND WHEN IT IS *"BOUNCED"* BACK.
SONAR HUT
SOUNDING PROJECTOR
RANGING PROJECTOR



4 *SOME CRYSTALS, SUCH AS QUARTZ AND ROCHELLE SALTS, WHEN EXCITED BY ELECTRICITY, VIBRATE AND SEND OUT HIGH-PITCHED SOUNDS WHICH "BOUNCE OFF" THE NEAREST SOLID OBJECT.* SUCH CRYSTALS ARE THEREFORE USED IN MOST *SONAR* EQUIPMENT.



5 *FOR PICKING UP AND RETURNING SOUND,* SONAR MAKES USE OF A GAS-FILLED PROJECTOR WHICH FIRST CONCENTRATES THE SOUND AND THEN RECORDS IT IN VARIOUS WAYS.


LOCATING SCHOOLS OF FISH
LOCATING SUBMERGED SHIPWRECKS
FINDING DEPTHS OF OCEANS
LISTENING TO NATURAL SOUNDS MADE BY UNDERWATER ANIMALS

6 *SONAR HAS MANY USES BOTH IN PEACE AND WAR:* DETECTING SUBMARINES, MINE FIELDS; FINDING DEPTHS OF OCEANS; LOCATING SCHOOLS OF FISH FOR COMMERCIAL FISHING PURPOSES; LISTENING TO NATURAL SOUNDS MADE BY UNDERWATER ANIMALS; NAVIGATION TO AVOID REEFS, SUBMERGED SHIPWRECKS, AND SO ON.

Series prepared in consultation with Dr. Henry Gould, State Teachers College, Brockport, N.Y.

May Day Surprise

Ruth Everding Libbey

HENRIETTA HEN's friends wanted to surprise her. They talked it over one afternoon in April.

Peter Pig grunted, "Let's give her a party with lots of goodies to eat."

Benny Bunny wiggled his nose and said, "Henrietta Hen likes worms the best of all. But who ever heard of a party with worms for refreshments?"

Denny Duck quacked, "I think it should be a present she could keep. Why not give her a magnifying glass? Then she could find BIG WORMS and l—o—n—g worms."

Clarissa Cat mewed, "Don't be silly! How could she hold a magnifying glass and dig for worms at the same time? Spectacles would be better, but I'm sure she has very good eyesight. Let-me-think, let-me-think," she purred.

At last Clarrissa Cat yawned. "I've thought of a wonderful idea," she announced. "Tomorrow is the first day of May—the day when you surprise someone you like with a May Basket."

"Oh," grunted Peter Pig, "that will be fine. We'll give her a basket of goodies to eat."

"No," quacked Denny Duck. "This isn't Thanksgiving or Christmas. A May Basket is always filled with flowers. I know where there are some shiny yellow buttercups."

"And I know where there are pretty daisies and lilies in the woods," said Benny Bunny.

"But we don't have a basket," grunted Peter Pig.

"Let-me-think, let-me-think," purred Clarissa Cat. "I know where there's something that we can use for a basket. Remember when the girls dressed me up in their dolls' clothes? Remember how you laughed and laughed at me? Well, I ran away under the hedge. And I shook off the little straw hat with the blue ribbons. It will make a *beautiful* basket!"

Early that evening, Peter Pig came up the path with some chickweed. "It's pretty and it's tender, so Henrietta Hen can eat it if she wishes," he explained.

"Oh, Peter Pig, you are always thinking of food," purred Clarissa.

Denny Duck came waddling along with a bunch of frilly daisies under one wing and some lilies under the other.

Benny Bunny hopped up with a lot of shiny yellow buttercups in his pink, wiggly mouth.

Clarissa Cat carefully brushed the straw doll hat with the tip of her fluffy tail. Then they all helped arrange their gifts in it.

When it was quite dark they tiptoed through the bushes to the house of Henrietta Hen. Clarissa Cat tied the blue ribbon streamers over the doorknob and then they all tiptoed away.

Early the next morning, when Henrietta Hen opened her door, she was so surprised! "Cackle! Cackle! Cackle!" she called to her friends. "Hurry! Hurry! Come and see my May Basket."

Peter Pig had to rub the sleepy sand out of his eyes. But Benny Bunny, Denny Duck, and Clarissa Cat were wide awake in a jiffy.

When Henrietta Hen saw the broad smiles on their faces she knew that they were the ones who had surprised her.

"You must all have a taste of this delicious chickweed," she clucked.

They smacked their lips as they ate—that is, all but Clarissa. She just said, "No, thank you," politely.

Peter Pig beamed, "Henrietta liked my chickweed after all."

The little hen wanted everyone to enjoy her basket, so she made a pretty daisy-chain necklace for Clarissa Cat.

Benny Bunny never could keep a secret. So he said, "Your May Basket used to be a doll hat. Maybe you'd like to wear it sometime."

Henrietta Hen took the rest of the daisies, buttercups, and lilies out of the basket. She stuck them in the blue ribbon band around the crown of the little yellow straw hat. Then she put it on and looked at herself in her water dish. "Imagine that! A May Basket or a lovely hat," she cackled as she thanked her friends again.

Gene and the Farm Babies

Daisy Jenney Clay

GENE laughed at the long, wobbly legs of the week-old black calf in his grandfather's barn. "Looks as if he were walking on stilts, doesn't he?" he said to Nancy, his cousin. "You surely have a lot of babies on your farm here," he added.

"Yes," nodded Nancy, who stood near by with the egg basket on her arm. "Sugar, the sheep, has three babies this year—that's triplets, isn't it? And our cat Goldie has four kittens. What would they be? Quad—"

"Quad-ruplets," Gene said. "I know because we have four girls in our school at home who are quadruplets. We have twin babies in our family, of course, but no animals, not even any squirrels as you have in the maple trees. I wish we did."

"Dusty is my favorite animal," Nancy said. "She's the nicest, smartest dog there is. I haven't seen her all day. Let's look for her."

Just then their grandfather came by with a bucket of grain. "Got a surprise for you," he said. "Look in the lower haymow."

He only smiled when they demanded, "What is it?" So they hurried toward the big hill of hay on the lower barn floor.

"Maybe it's a nest with a lot of eggs in it," Nancy guessed.

Then they saw a curly brown head with soft, round eyes looking at them from near the bottom of the hay pile.

"Dusty!" they cried out together. They knelt down and parted the hay. There cuddled several tiny brown puppies.

"Five of them!" Gene exclaimed. "Oh, I wish I could have one!"

Nancy shook her head doubtfully. "Puppies are lots of work. They have to be fed and everything. I 'spect your twins are enough work for your mother."

"I could take care of it," Gene declared.

"Probably you'd forget. Maybe next year your mother will let you. Anyway, you can have fun with these while you're visiting here. These puppies are quints—quin-tuplets—aren't they, Gene? Like the Dionne quints—five of them."

"Let's name them," Gene suggested. "We'll need a lot of names. This one can be Chocolate; he's brown all over."

"And this one should be Cutie," Nancy said. "Though they are all cute."

"Curlie for this one," Gene said. "Now two more C names."

"This one is Candy; he's so sweet," Nancy laughed.

They ran out of names then, but finally, when the tiniest had to be helped back into the nest several times, they decided to call him Careless.

"Chocolate is my favorite. If I only could—" Gene sighed.

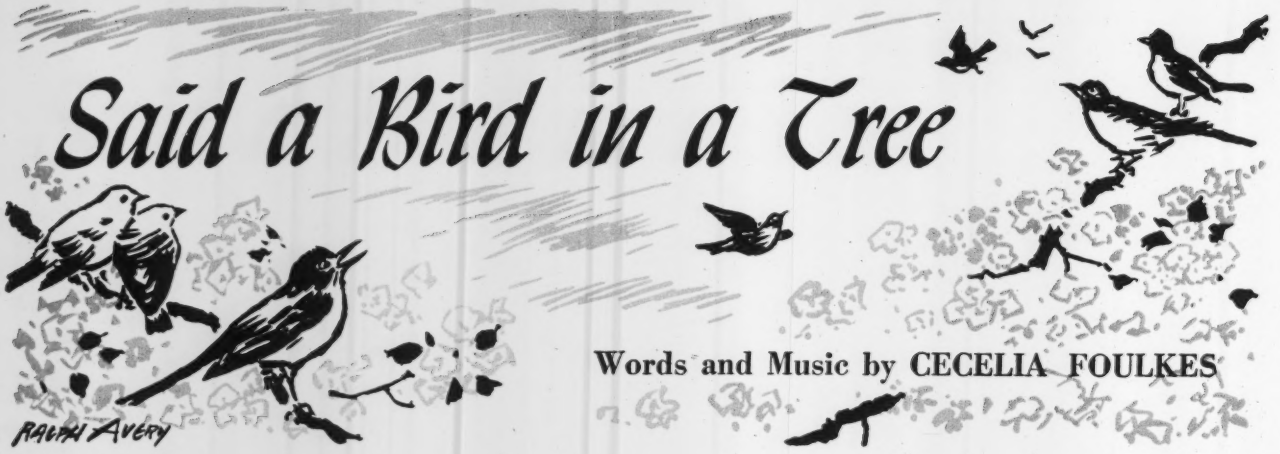
When they finally came out of the barn, they saw black clouds gathering along the top of the woods and heard dull booms of thunder. By the time they reached the house, big drops pelted down. The trees rustled their leaves and then tossed their branches about, bowing and twisting. Gene stood in the window and watched the rain send little rivers down toward the barn. Then it slackened and suddenly the sun came out.

He and Nancy took off shoes and stockings and ran out to wade in the puddles. As they looked toward the barn, they exclaimed in surprise. There on the ground lay a great leafy mound. A large limb of the maple had been broken off by the wind.

"Grandpa!" they called. "Come look at the maple tree," and they ran splashing out to examine it.

Their grandfather came out of the barn *(Continued on page 82)*

Said a Bird in a Tree



Words and Music by CECELIA FOULKES

Allegretto—Gaily

mf

Said a bird in a tree, As he looked down at me, "Would you like to sing with me?" I looked up at him, And I said to him, "How hap - py I would be."

Refrain *f*

La, la, la, La, la, la, la. This is the way our song goes. *p* *(echo)* La, la, la, La, la, la, la. Then he flew a - way. Then a Chick - a - dee and a Rob - in Red and a Blue - bird from they on high said, "Let us join your mer - ry song!" So they all sang loud and clear.

Fine

D.S.

Blackie Learns to Fly

William L. Tryon

THERE once was a young crow named Blackie. He lived with his mother and father in a penthouse located near the top of a tall oak tree.

Blackie had one problem that always bothered him. He was forever hungry. This day his mother and father flew off in search of food. During their absence, he anxiously awaited their return by dreaming of tasty grasshoppers and nice juicy worms.

Upon their return, all Mother and Father Crow could see was Blackie's wide-opened mouth. They carefully dropped their choice tidbits of tender crisp bugs and juicy angleworms into his gaping bill.

"There, that should satisfy him," said Mother Crow.

"Caw! Caw! Caw!" Blackie cried. "More food. I'm still hungry!"

Mother and Father Crow shook their heads in despair.

"What can we do?" pleaded Father. "There just doesn't seem to be any bottom to his stomach."

"I'll be happy when he can get out for himself and search for his own food," sighed Mother.

"He's too young to make his own way now," said Father. "He can't even fly. All he can do is eat us out of house and home, and then scream for more food."

Blackie listened very intently to the conversation of his parents. He felt ashamed of himself to cause them so much concern and trouble. But he couldn't help it if he was always hungry.

"I'm strong enough to fly," insisted Blackie. "If you will give me a chance I will go out in the world and get my own food."

"No, you're too young to fly, yet," Father said sternly. "And besides, if you went out in the world by yourself, Charlie Chicken Hawk would be sure to get you."

It always seemed that every time Blackie talked about learning to fly, his parents would warn him, "Charlie Chicken Hawk will get you if you go out alone."

Well, Blackie had never seen Charlie Chicken Hawk. Therefore, he thought to himself, "They're just trying to frighten me. There just isn't any Charlie Chicken Hawk."

One morning, Blackie awoke bright and early. He was alone.

"Probably Mother and Father have gone out in search of my breakfast," he said to himself. "Gee, I wish they would hurry back. I'm hungry."

He looked out the window. They were nowhere in sight. Blackie had been told by his mother never to leave the house alone, and until now he had always minded her. But now, he was impatient. And most of all he was hungry.

From the front porch he stepped out onto a large branch of the oak tree. He hoped to find a nice tasty bug which would help satisfy that empty feeling in his stomach.

There were no bugs in sight. Blackie moved further out toward the far end of the branch. A light spring breeze was blowing, and all of a sudden a gust of wind caught Blackie off balance. Swish! He lost his footing. Downward, through the air he fell! Down, down and far out from the oak tree he fluttered. Finally he landed on some soft moss. He wasn't hurt, but he was frightened.

Blackie had lived all his life in the nest at the top of oak tree. Never before had he been on the ground. It was very strange to him. He called and called for his mother and father, but the wind carried the sound of his voice away.

Blackie decided to search for some food. He expected to find all kinds of tasty goodies, and he looked around for them. But his efforts were all in vain. Nowhere could he find any crisp tender bugs or juicy angleworms.

The cool spring breeze chilled him, and he snuggled against a large log. He was cold, and miserable, and weak from hunger.

Oh, where were his parents anyway? *(Continued on page 80)*

Wednesday's Lion

Mabel Watts

JASPER JONES tuned up his violin. Then he put it carefully away in its case, along with an apple for Miss Treble Clef, his violin teacher.

"But it's only half-past three," said Mrs. Jones. "And you're a whole hour early for your music lesson."

"I know," Jasper told his mother. "But there's *such* a lot to see along the way, and *that* takes a lot of time, you know."

Jasper was planning an *adventure*. Mrs. Jones just knew it! "All right," she said, and she smiled. "Run along, then. But don't be late for your music lesson."

"No, Mother," said Jasper.

And as soon as Mrs. Jones shut the door, Jasper stepped on a secret crack in the sidewalk. Right away an amazing thing happened —a real live lion jumped out.

"Hi, Lambert," said Jasper. "I'm sure glad you're on time."

"Hi," said Lambert the lion, right back. And he gave Jasper the nicest, silkiest sort of paw to shake.

Lambert's paw was a little large —even for a lion. But Jasper took it, and he shook it. He could see that Lambert had all his big claws tucked in carefully.

"Nice day if it doesn't rain," said Lambert, in a worried way.

"It isn't going to rain," said Jasper, who knew all about weather. "Look at the sky. It's going to be fair and warmer; just you see."

Lambert looked disappointed.

"Oh, I know," said Jasper, "you just want to go down on Busy Street and look around in the stores. But we're going to have some good outdoor exercise at the playground first. Come along."

As they walked along, Jasper patted Lambert on the back. It was just like patting a pussy willow or a dandelion puff.

The playground was full of children, but no one seemed to notice that Jasper had a real live lion with him.

Jasper put his violin case down on a bench. "You go first on the swing," he said. And he gave the lion a push.

"You go first down the slide," said Lambert. And he gave Jasper a push.

Then Lambert hung by his hind legs from the top bar of the jungle gym, and pretended he was a boy.

Jasper looked through the bars and growled. He pretended he was a lion at the zoo.

After that they played on the teeter-totter, and whirled around on the merry-go-round that everyone had to push with his feet.

Then Jasper and Lambert helped in a game of tug of war. Everyone laughed and shouted, "Heave-ho!" But no one said a word to Lambert—not a single word. No one but Jasper.

"Pull!" Jasper whispered to his friend, the lion. "Pull for all you're worth."

Lambert pulled. So their side won, of course.

"I suppose you want to go window-shopping now," Jasper said.

Lambert smiled and showed his teeth. They weren't a bit big and sharp and ugly the way Jasper had always imagined a lion's teeth would be. Instead they were small and pearly and just as white as a new snowball—or a clean sheet—or a summer cloud floating across the sky. Jasper just *knew* that Lambert would eat nothing but lady fingers—and hot dogs—and strawberry shortcake—with *those* teeth. But when Jasper bought a bag of chocolate fudge with his dime Lambert liked that, too—because he ate most of it!

Soon Jasper and Lambert were going through the revolving door of Dinkel's Department Store. "Be careful *(Continued on page 80)*

Kindergarten and Primary Stories

Verse for May

Baby Buds

Louise Louis

Baby Buds are sleeping
in their cradles green.
Soon they will be peeping
through a leafy screen.

Mother Tree is rocking
them in winter now.
Soon she'll take them walking
out along the bough!

Walk Softly Through the Woods

Leslye T. Diffin

Walk softly through the woods!
Do not run about,
Laugh and shout!
Half-hidden by the ferns
A junco's nest may show,
If you go
Just softly through the woods.
Listen now! Hush!
That's a thrush!
These carpets made of moss
In velvet-star design,
These are mine.
That web of spider silk
Hung from a gnarled old tree,
That's for me.
Walk softly through the woods!
Tiny bright black eyes
Look with surprise
But not with fear, at all,
If you proceed with care.
They may share
The secrets of the woods
With those who go like mice!
Isn't it nice
Pretending you're the size
To sit beneath a root
And play a flute,
Till all the sleeping things
In little hidden beds
Raise their heads?
Walk softly through the woods
If you would find delight
By day or night!

May Day

Florence Eakman

Run to your garden and down to the brook;
Search for the flowers in each secret nook;
Trim little baskets and fill them all up
With violet, daffodil, sweet lily cup;
Hang them on doorknobs and then run away.
That's what you do on the first day of May.

A Lovely Word

Alice Whitson Norton

I learned my letters one by one,
From A to crooked Z—
And then I learned to make them all
As plain as plain could be.
Then Father called six letters out
For me to join together,
And much to my surprise I found
I'd plainly written *Mother.*
And do you know she is so proud!
She's put it in a frame,
And says she never knew before
How lovely was her name.

Blue Morning

Frances Frost

I saw a mare in a windy field
running in the infant grass
where soon would lift a daisy yield
while the meadowlark sang past.

And running at her sorrel side
went a young and sorrel colt.
They paused and stood in wild sweet pride.
I watched the awkward young one bolt.

He flung his mane against the sun;
his mother whinnied, let him fly;
of earth and wind was born this one
blown beautiful against the sky.

Orchard Wisdom

Pauline Starkweather

An orchard is a rhythmic thing
With ebbing and with flowing,
And it is well, if one would sing,
To know what trees are knowing.
There is a time for blossoming,
And one for quiet growing.

Sunshine

Isla Paschal Richardson

This is the day the Lord made.
Let us be glad today,
Let us be kind and loving
In all we do and say.

And just as sure as sunshine
Brings flowers and skies of blue,
Right thinking and right doing
Bring happiness to you.

Seeds

Ilo Orleans

There they lay in the packet,
A mixture of tiny seeds;
Who could tell if they'd become
Flowers or ugly weeds?

Soon the seeds whispered softly;
I listened to every word.
I listened quite intently,
And this I overheard:

"I shall be a hollyhock,
And grow up straight and tall."
"I shall be an ivy plant,
And cling close to the wall."

"I shall be a myrtle, and
I'll creep along the ground."
"I shall be a baby's-breath
And hardly make a sound."

Blue Eyes

Elise Tugwell

While we were walking home
from school
We saw a violet by a pool.
We stooped and looked into its
eyes;
They were bluer than the skies.

Permission to use the verses on this page has been obtained from the authors in most cases. "Walk Softly Through the Woods" was published originally in *April's Songs about Maine* (Falmouth Pub. House), "Blue Morning" in American Junior Red Cross *News*, and "Orchard Wisdom" in *Nature Magazine*.

May Queen

Solveig Paulson Russell

ALL through the Children's Home there was an air of excitement. "Just think!" said Millissa, as she dusted the living room. "A real Maypole, and dances, and a program—even a *May Queen!*"

"Mom Baker said we could have a celebration if Peter and the boys would fix the pole and clean up the yard under the maple trees," Marybeth reminded her.

Susy Bell opened the living-room door and stuck her head in. "Guess what!" she exclaimed, "Mom Baker is going to invite the Board of Directors. She shut the door, but quickly opened it to add, "Just before dinner everybody's to meet in the living room to vote for the queen!"

Long before dinnertime, the children began collecting in the living room. They talked excitedly. "I think Marybeth ought to be queen," said Millissa. "She's got such pretty hair and she's slim and straight."

"Susy Bell is taller, and she's got pretty hair!" said Tommy.

"I think a queen should have dark hair so the flower crown will show off better," said Dave, "so I'd like to have Becky for queen even if she is pretty small."

The chatter stopped when Mom Baker came in carrying pencils and paper for the voting. "Children," she said, "I think almost everything is ready for your celebration tomorrow. Peter and the boys have done a fine job of cleaning the yard, fixing the Maypole, and setting up the queen's throne. Nobody will ever recognize the old high-backed chair."

Smiling, she continued, "They even nailed a board over the hole where somebody went through the seat, and Dave added a pillow to cover the board and make a softer seat for the queen.

"Marybeth and Jim helped in the kitchen where the cookies were being baked. And the lemons are ready for the lemonade. The ribbons for the Maypole are ready to put up tomorrow along with the other last-minute decorations.

"Now, the only thing left to do is to choose a queen."

Then Mom Baker, looking over her "family" with that little smile that each child felt was particularly for him, began to speak. "Voting is a wonderful thing," she said. "It is a way that free people make a free choice and it is a blessing that the people in this country have always enjoyed. Whenever you vote on anything, you should use your minds to decide which way to cast your vote for that which you consider is best. And remember, if you lose, the *way* you lose is more important than winning."

Handing the paper and pencils to Peter, she said, "I'm going to the kitchen to help Cook with the dinner. Peter and Susy Bell will be in charge of the voting."

Susy Bell quietly closed the door after Mom Baker left, and Peter passed the pencils and paper. "Now," said Peter, "Susy Bell and I have been thinking about this queen business. We had an idea which we'll tell you about. Then everybody can vote for the queen he wants most!"

"Oh, yes, one more thing," Susy Bell suggested. "Let's keep the name of the queen secret until it's time to crown her tomorrow."

Then, in a soft voice, Susy Bell explained what she and Peter had discussed about the queen. In conclusion she said, "Peter, since you were chosen to crown the queen because you're the tallest, why don't you collect our votes? Then you can tally the scores, but don't tell who is the winner!"

The next morning, May Day, was clear and warm, and the children scurried about, anxious for the celebration to begin. At last, Mom Baker and Cook sat at one side of the lawn, under the maple trees, with the members of the Board of Directors. The throne, facing them, was almost hidden with garlands of leaves and flowers. Near by, several children stood behind the decorated table, ready to serve the lemonade.

Peter, wearing a cape and a high hat, picked up the crown of spring flowers and stepped forward. "We have chosen a queen for our May Day," he announced. "We have chosen the one we think is the most queenly among us. She is good, and kind, and beautiful. She guides us, helps us, and comforts us whenever we need her. She is the one we love best."

He walked directly to Mom Baker and placed the crown of flowers on her hair. "I crown thee our Queen!" he said. Then, he took her hand and led her to the throne, as the children shouted in happy excitement, "Long live the Queen!"

Mom Baker stood looking down at their glowing faces for a moment. "My children! My children!" she said. A little sob caught in her voice but she smiled and went on, "Oh, there's never been a happier woman than I at this moment—or more surprised! Thank you—every one!"

She sat down on the soft cushioned throne, tears glistening in her eyes. Then the children began to form a circle around the Maypole to begin their first dance.

STORIES FOR MIDDLE GRADES

Dorothy F. Thompson

The Very Special Pincushion

MISS STITCHIT, who was as plump and neat as one of her famous pincushions, held up a fancy pincushion for her housekeeper, Brinda, to see. "Here," she said, "is a very special pincushion that is *not* for sale."

Brinda was surprised, because making and selling pincushions was Miss Stitchit's business. And, all her pincushions sold quickly.

They were tiny statues fashioned from silk and velvet, and stuffed with emery powder to keep the needles and pins sharp and bright.

Brinda thought every pincushion that Miss Stitchit made was nice. Sometimes it was a brown elf, a green frog, or a pink alligator with a bewitching face which Miss Stitchit had painted with her narrow brush. Or, it was a fuzzy white rabbit, a bluebird, or a Raggedy Ann with button eyes.

No matter what kind it was, someone soon bought it, because dressmakers, tailors, and people who collected pincushions for fun came to Miss Stitchit's house every day.

"Now, *why* isn't this pincushion for sale?" asked Brinda, looking at the one Miss Stitchit was holding. It was made to look like a tiny garden. On a small cushion of green velvet, Miss Stitchit had sewed dainty flowers that looked almost real. There were violets, white daisies, yellow lilies, and pink snapdragons. Two wee gay butterflies clung to the little green leaves. "I think it's one of the finest pincushions you've ever made!"

"I hope that it is," answered Miss Stitchit, "because I think there's something very special about this pincushion. I believe that it's going to make anyone who has it happy."

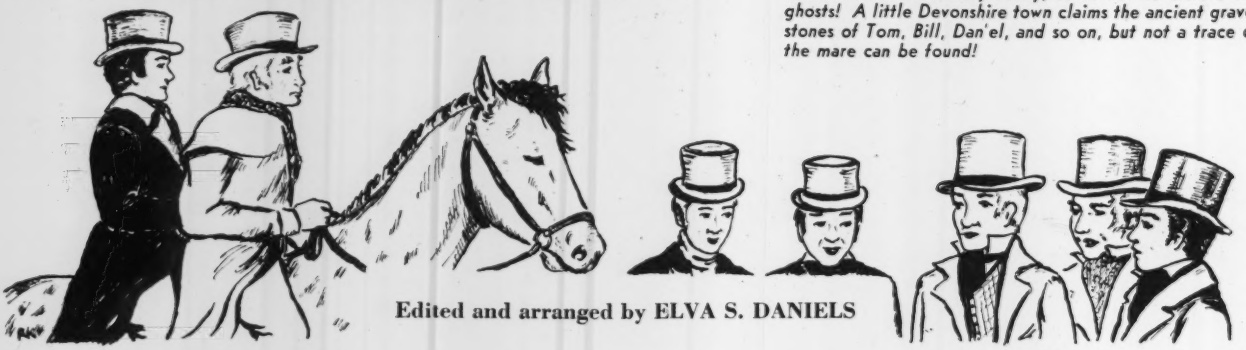
"Why, only a magic pincushion could do that. Is this one magic?" asked Brinda excitedly.

"There's something magical about it, I'm sure. When I hold it, I can't keep from smiling and feeling good. Here, you hold it."

As soon as she took it, Brinda knew that there was something very special about the pincushion! She, too, felt fine. "What are you going to do with it?" she inquired. *(Continued on page 71)*

Widdecombe Fair

This old English folk song jogs along like Tom Pearce's old gray mare. Just for fun, you might like to replace the names of Tom's friends with those of your own. Sing the last two verses very softly, so as not to disturb the ghosts! A little Devonshire town claims the ancient gravestones of Tom, Bill, Dan'el, and so on, but not a trace of the mare can be found!



Edited and arranged by ELVA S. DANIELS

1. Tom Pearce, Tom Pearce, lend me your gray mare, All a - long, down a - long, out a - long lee,
2. And when shall I see my gray mare a - gain?
3. So Fri - day came, and Sat - ur - day noon,
4. So Tom Pearce went up to the top of the hill,
5. Tom Pearce's old mare, she up and she died,
6. But this isn't the end of this shock - ing af - fair,
7. When the wind whistles cold on the moor late at night,
8. And through the long night there are skirl - ings and groans,

For I want to go to Wid - de - combe Fair, Wi' Bill Brew - er, Jan Stew - er,
By Fri - day soon, or Sat - ur - day noon, Wi'
But Tom Pear - ce's old mare hath not trot - ted home, Wi'
And he seed his old mare down mak - in' her will Wi'
And Tom, he sat down on a stone and he cried, Wi'
Nor, al - though they be dead, of the hor - rid ca - reer, Of
Tom Pear - ce's old mare doth ap - pear ghast - ly white, Wi'
Tom Pear - ce's old mare is a - rat - tling her bones, Wi'

Pe - ter Gur - ney, Pe - ter Da - vy, Dan - 'el Whid - don, Har - ry Hawk, Old

Un - cle Tom Cob - bley and all, Old Un - cle Tom Cob - bley and all.

Handy Jenkins

Trella Dick

LARRY STEVENS stood on the summit of Sioux Lookout, the tall butte at the head of Soldier Valley. He looked at the broad highway curving off to the west, and imagined it a rutty road with a line of canvas-covered wagons moving along on it. He glanced behind to a grassy swale halfway down the butte. So real was the picture in his mind that he could see motionless forms crouched in the tall grass, hands holding ponies close-reined, heads lifted alertly to the summit from which the signal would come. He shivered—then laughed.

A drawling voice said, "What's so funny?"

Larry whirled in surprise. "Hi, Seth," he said to the overall-clad boy about his own age. "What are you doing out here?"

"I live right over there," Seth replied. "What were you laughing at?"

"At myself," chuckled Larry. "I got to thinking about Indians crouching in the swale waiting for the signal to charge."

Seth nodded. "I used to play that game, but I've outgrown it."

"I wasn't playing a game," protested Larry. "I was elected to get a story for the pageant."

"I suppose you're going to write up the Cottonwood Massacre."

"Naturally," Larry answered. "That's the biggest thing that ever happened around here."

"Oh, I don't know," drawled Seth. "Depends on what you call *big*. There was plenty of fighting and bloodshed around here in the pioneer days—but that wasn't all."

Larry stared in surprise at the usually shy Seth. "What else?" he asked.

"Things like Handy Jenkins keeping the Indians and whites friendly in this valley for fifty years. Like the Indians bringing pemmican to keep the settlers from starving one winter. Like Handy Jenkins risking his life to nurse Indians with smallpox."

"Who was Handy Jenkins?" asked Larry.

"The Indians called Handy 'Friend of the Great Spirit.' My great-grandfather wrote about it in his day journal."

"It sounds interesting," admitted Larry.

"Come on. I'll show it to you." Seth led the way to the near-by farmhouse. As they stepped on the porch, a tantalizing odor made Larry's mouth water.

"Oh, oh," said Seth, sniffing, "let's detour by the kitchen." There a pleasant-faced woman was turning out hot cookies onto a cooling rack.

"This is Larry Stevens, Mom," Seth said. "He pedaled clear out from town on his bike."

"Then he must have some nourishment." Seth's mother gave Larry a handful of crisp cookies. "Too bad you haven't done anything to make you hungry, Son," she added, her eyes twinkling.

"I may do something later," grinned Seth, "so I better take a few. We're going to look at the old day journal. Larry's getting stuff for our school pageant."

The book which Seth took from a trunk in the attic was musty and yellowed with age. The writing, in faded brown ink, was elegantly slanted with many loops and swirls.

"Great-Grandpa was a teacher," laughed Seth. "I think penmanship must have been his specialty."

"A teacher?" Larry hadn't thought of teaching in connection with pioneer days.

"Yes. First school in this valley. It was built of logs, and was right beside the trading post."

"Over by Cottonwood Springs where the old fireplace is?" asked Larry.

"Yes, his schoolhouse was burned at the same time the trading post was. Here, read this."

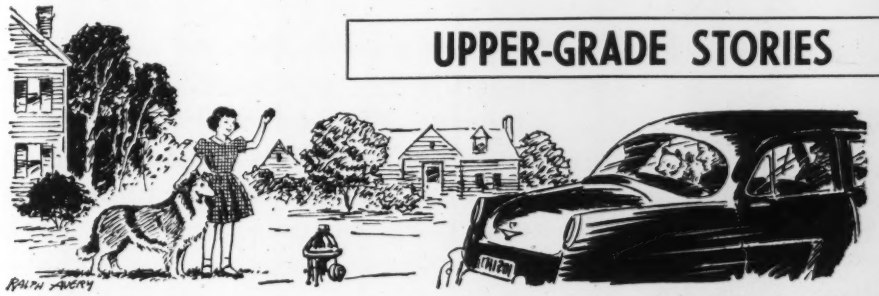
" 'July 8, 1859,' " Larry read, " 'I am writing this in the stockade. Thank God everyone got in safely!' "

Larry looked up, his eyes shining. "Makes it seem real, doesn't it?" he said. "That stockade wasn't more than three miles from here." He read on, " 'The trading post went up in flames—the schoolhouse, too.

" 'July 9—Handy Jenkins has gone to Running Buffalo's village to try to keep his band from joining the pillaging Sioux. A brave man, Jenkins!'

"It tells later how Running Buffalo and his men refused to join the Sioux, and they also refused to take part in the Cottonwood Massacre, too," said Seth, reaching for *(Continued on page 68)*

UPPER-GRADE STORIES



Leta Schaefer Wierson

An Exchange for a Day

DOWN, Carlo, down!" Jamie Murray looked at the big shaggy collie with disgust. Then he looked at the muddy spots on the sleeve of his white sweater. "Why do you have to jump all over a fellow? Why can't you be a smart dog like Binky?"

Carlo bowed his head, flattened his ears, and raised big brown eyes that seemed to say, "I'm sorry," but Jamie paid no attention. Instead he walked away. Carlo followed him slowly. They had reached the farmyard gate before Jamie turned and spoke sharply, "You're staying right here, Carlo; do you hear me? You're a farm dog and don't forget it. I'm going into Ferris City to see Lois Ann and Binky."

Carlo slunk away, his tail drooping between his legs. He hid himself under the branches of the spirea.

Jamie went to the garage after his bicycle and was soon pedaling into Ferris City to see his cousin, Lois Ann, and her dog, Binky.

Binky was a Pomeranian that had been given to Lois Ann for her birthday. He was smart and could do an array of tricks. All the way into the city Jamie kept wishing that he had a thoroughbred pet like Binky instead of a big awkward collie like Carlo. Binky could sit on his hind legs and beg for food. He could tug at Lois Ann's arm when he wanted to be petted. He could even jump over the seat of a chair. But there was one thing he did *not* do; he didn't jump up and put muddy paws on Lois Ann's arm. Jamie looked ruefully at the telltale paw prints on his sweater sleeve.

Jamie found Lois on the front porch. The Pomeranian was nowhere in sight. "Where's Binky?" he asked.

"He's in the house and he'd better stay there," replied Lois Ann crossly. "Do you know what that dog did? He chased Mrs. Acker's kitten, Twink, up so high in the elm tree that it was afraid to come down. It was up there mewing all morning. Mr. Acker had to get a ladder and go up after that cat and was he ever angry!"

"Maybe Binky didn't mean to chase it so far," Jamie began. "He's still a puppy, you know, Lois Ann. I think he is a fine dog; he can do so many tricks."

"Yes, Binky is smart and he can do tricks, but does he ever hate cats! This is the third time he has chased Twink up that tree." Lois Ann sighed. "Why can't he be a good dog like Carlo?"

"Humph, Carlo isn't always so good," Jamie scoffed. "Just see what he did to me." He pointed to his sleeve. *(Continued on page 70)*

We Took a Walk . . .

Planning the trip

Why keep off the grass?

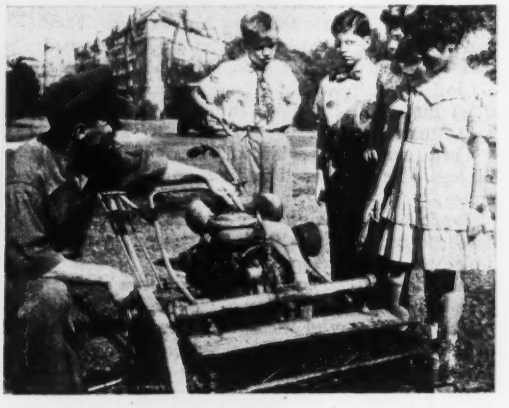
Tractor power in the park

We planned this trip to see some services which a city performs for the community. We had a different feeling about keep-off-the-grass signs after hearing how much work is necessary to keep grass green. Near the park we watched men putting a new surface on the street.

We learned that parks are maintained by the Department of Parks. The Borough President's office is in charge of street repairs. Who is responsible in your community?

Inspecting fertilizer spreader

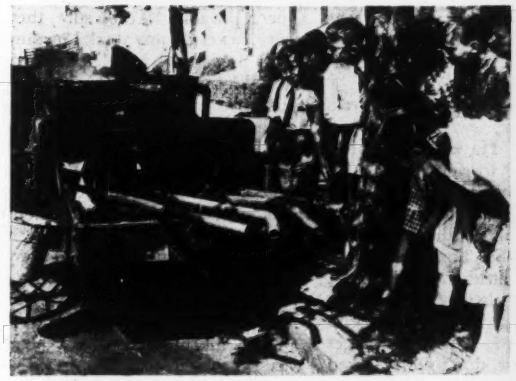
Explaining small power mower



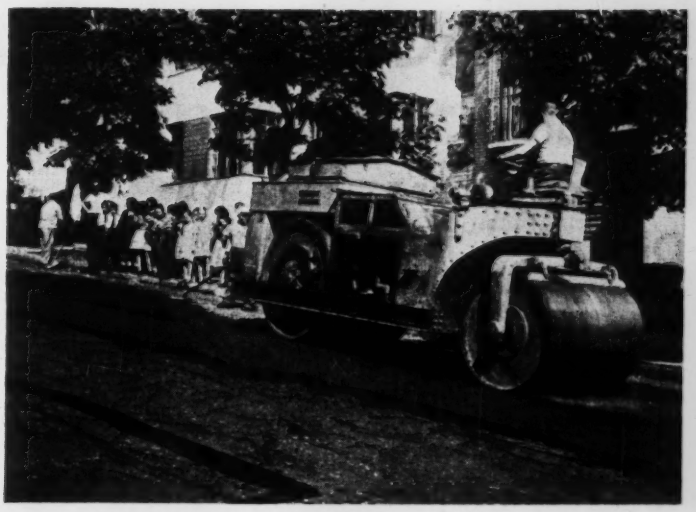
BENJAMIN WEINSTEIN

Teacher, Fifth Grade, Mosholu Parkway School, The Bronx, New York

Photographs by the author



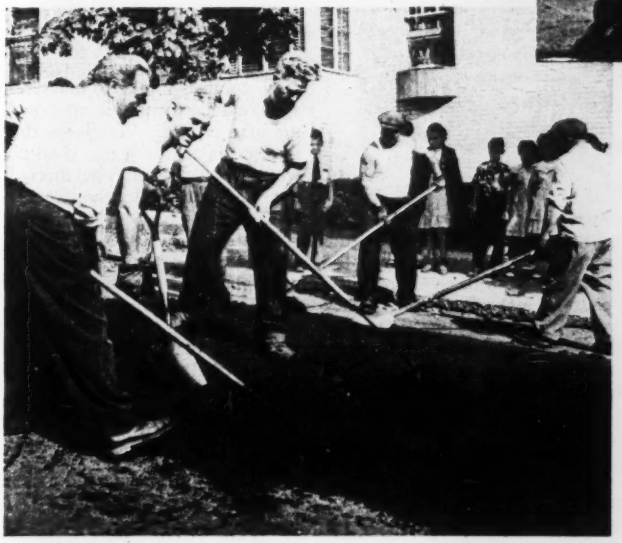
Portable furnace for tar and tools



Rolling the new pavement

Truck dumping hot asphalt

Later, in our discussion, we agreed that road repairing is hot hard work, but all the men appeared happy. They were polite and answered the many questions that we asked. They seemed glad to explain their jobs because they could see we were interested.



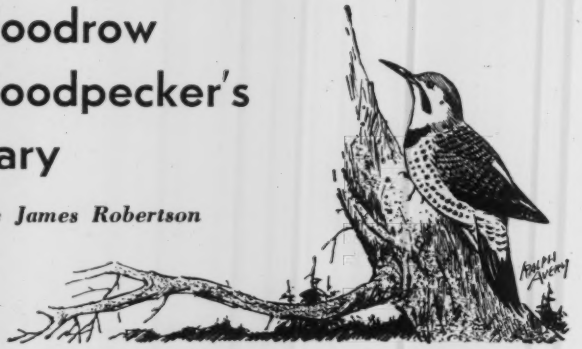
Men spreading asphalt

Worker's protective shoes

FACTUAL STORIES *FOR PRIMARY AND MIDDLE GRADES*

Woodrow Woodpecker's Diary

Ollie James Robertson



WOODROW WOODPECKER is my name. You and I may have met. I live in the woods. Maybe you've heard me tap-tap-tapping on a tree, or seen me flying among the branches. I wear a speckled yellow vest, a yellow and black coat with a touch of bright red at the back of my head. At my throat is a black collar.

I have been keeping a diary. Mrs. Woodpecker thinks what I write is very interesting. "Why not have your diary published in the paper?" she asked one day. "Children would enjoy your stories, and they would learn a lot about woodpeckers, too."

So here are a few pages from my diary of last year.

May 7.—This morning while I was resting on a tree limb, Bibbs, the deer, came by.

"Where are you going?" I asked.

"I'm taking a walk, Woodrow," said Bibbs.

"I think I'll take a walk, too." I flew over to a big tree and started walking straight up.

"Watch out, Woodrow!" Bibbs cried. "You'll fall!"

"I can stop here and rest and I won't fall." I leaned back on my tail and looked up at the sky.

"How do you do it?" asked Bibbs.

I came walking down the tree backwards and stopped close to Bibbs.

"Take a look at my toes," I said. "Two on each foot point forward, and two point backward. My toes hold on tightly to the bark of trees. And take a look at my tail. The feathers are short and stiff, and bend downward. When I light on a tree, the tip of my tail rests upon the bark and props me up."

"You sit back on your tail as if it were a campstool," laughed Bibbs.

"Sure," I said. "That's why I seldom go walking on the ground. It's more fun to walk up a tree. If I get tired I can just lean back on my tail and take it easy."

May 16.—The sun was shining brightly when I awoke this morning and looked out of my hole in the oak tree.

"Goodness, I overslept," I said.

I hopped out of my hole, and took a breath of fresh air. Then I flew up to the hole where Mrs. Woodpecker was sitting on the four white eggs.

"Sleepyhead," she said to me.

"Is everything all right?" I asked. "Are you hungry?"

"Everything is all right," said Mrs. Woodpecker. "Five more days now, and the birds will be hatching. And, I'm not a bit hungry. I went out an hour ago and ate some nice dewberries."

"I must find something to eat," I said. "Good-by for a while."

I spread my wings and sailed away over the forest. Soon I saw a dead tree. I dived down and landed on the trunk.

"Hello," someone said. It was Bibbs, lying in a shady spot.

"Have you eaten breakfast already?" I asked.

"Yes," said Bibbs. "The grass here was very sweet. I'm just resting now. Have you eaten?"

"I'm going to right now."

I started walking up a tree. Suddenly I stopped and pecked the tree trunk with my strong sharp bill. The chips flew. Soon there was a little round hole. I stuck my long sticky tongue into the hole and pulled out the worm.

"You have to work hard to get your breakfast, don't you?" asked Bibbs.

"No, it's very easy," I said. "I just peck a hole and when I see a worm, or a bug, I pull it out with my sticky tongue. There are little sharp barbs on my tongue, too, and that makes it still easier to catch a worm. I seldom have to dig one out."

"If you like ants there are a lot here in the grass," Bibbs said. "And I see some big dewberries." *(Continued on page 67)*

The Queen Leaves Home

Miriam Steever

THAT makes twenty-four hundred and ninety-seven," counted the Queen, getting ready to leave a cell not much larger than herself. She hurried out and went to the next cell. "Twenty-four hundred and ninety-eight," she murmured when she appeared again. She went into the next two cells. "That's twenty-five hundred eggs," she said as she left the last one. "I'm not going to lay another egg today. Those big drone cells will have to wait. She was quite determined about this.

Soon a dozen of the Queen's worker daughters flew in with their tiny loads of nectar and pollen from the gardens and fields round about. They went busily to work storing their harvest in the empty combs. They rammed the pollen in with their hard little heads to make beebread. They would mix this with nectar to feed the baby bees. The nectar they stored in other cells where later hundreds of bees would fan it with their wings until it thickened into honey.

The Queen looked up at the ceiling of their hive room. "Tomorrow I am going upstairs," she told the workers. "I want to lay some eggs in those cute little frames up there."

She went to the hive entrance, and looked at some of her big, burly sons who were loafing there in the sunshine, as usual. They were all handsome fellows with their black, shiny bodies banded in bright yellow.

"My fine boys," murmured the Queen proudly. "To be sure, they never, never do any work but they really don't have to. Their sisters can take care of everything. The girls love to go to the flowers for nectar and pollen, and they are fine housekeepers. The boys haven't any stings, so they really can't defend us, and it's the girls who guard our hive, and keep out dangerous marauders. Why, it was only this morning that they drove away that huge, ugly wasp. They know how to protect us and our sweet treasure from robbers."

Next morning, as the Queen was preparing to go up to the next floor to lay some eggs, the Big People arrived outside—the man, and the boy who helped him. The Queen could hear them talking, and stopped where she was and listened.

"Just give them a puff or two from the smoker, Bill, and I will open the supers," said the man, reaching for the top of the hive.

Soon the Queen smelled the smoke they all feared and hated, but she knew there would not be any more if everyone kept quiet till the Big People left.

"Most of these combs are filled out," said the man. "We will take them along and put on a couple of empty supers in their place. The honey's beginning to come in fast now, for the flowers are all in bloom. We will have a fine honey harvest this year."

"When are you going to put on the queen excluder?" asked the boy. "We don't want her coming up here and laying eggs in these combs we take to market."

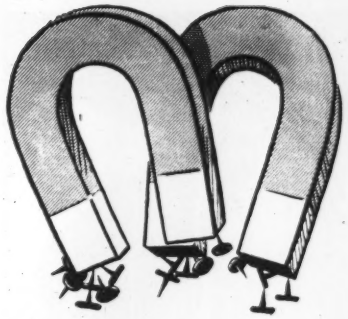
"We'd better put it on now," the man replied. "It's lucky that queens are always bigger than the worker bees and can't get through the excluder while the workers can."

There was a slight jarring of the hive; then the man and boy were gone.

It wasn't long before the workers were taking their loads of nectar up to the new supers. The Queen tried to follow them, but push and shove as hard as she could, she was not able to force her way through the excluder to the upper story.

So she stayed below and looked over the honeycomb there. "We have a good store of pollen," she noted, "and lots of the eggs are about ready to hatch."

She called a couple of workers and told *(Continued on page 67)*



MAGNETS and Electricity

Nell Joan Ranson

Teacher, Fourth Grade, Charles H. Wright School,
Merced, California

OUR fourth-grade curriculum in social studies provides for two major units. After completing one which required all the first semester, I thought that a science unit would give some variety before we embarked on more social studies. I decided on magnets and electricity as the subject (though I was almost as ignorant about electricity as any of the fourth-graders). The coverage in our science book was good, many materials for experiments were available, and the children were already motivated by a movie which they had seen.

First, we read the chapter on magnets and the compass in our textbook, *The How and Why Club* (L. W. Singer Co.). New words, such as *poles, attract, repel,* and *magnetize,* were discussed. Using materials brought from home, the children worked out experiments described in the text and in other books, and some suggested by the class members.

Special folders made of construction paper replaced the common type of notebook. Each child drew an original design using symbols which suggested magnets and electricity—bar, U-shaped, and horseshoe magnets, lightning, and sparks. Then stencils were cut and the designs were painted on the folders with thick white tempera. (For stencils, we used the heavy waxed-paper backsheets of used mimeograph stencils. These are very durable and can be used again.)

The first topic placed in the folders was a story on magnets. Each child wrote a story based on a list of questions made out in advance by the whole class so

that major facts would not be omitted. A science vocabulary was also listed in the folder. More than thirty words were alphabetized. Then, using dictionaries and knowledge gained from experiments, we worked out simple definitions for each word.

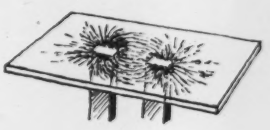
The culmination of our unit was a science show. The experiments, most of which we had already worked out in studying the text, were listed and assigned—the simpler ones to individuals, the more complex to groups of two or three so that one child could explain the experiment while the others performed it. Each child or group worked on the experiments (some working at home) until we were ready to put the whole program together.

We used several bar, U-shaped, and horseshoe magnets, iron filings, a small sheet of window glass, tacks, paper clips, bobby pins, coins, plastic objects, metal jewelry, a piece of cotton cloth, a Girl Scout compass, a hard-rubber comb, some dry cells, a simple electric bell, several switches of different types, a burned-out fuse and a new one, some large nails, and some insulated wire.

These experiments were performed for the science show.

1. *We proved that magnets attract only objects made of iron or steel.* Pins, tacks, paper clips, coins, metal jewelry, pieces of paper, plastic toys, and so on, were placed close to a magnet so the audience could observe which ones were attracted.

2. *We demonstrated the fact that like poles of a magnet repel and unlike poles attract.* The north poles and then the north and south poles of two magnets



were held together and the reactions were observed.

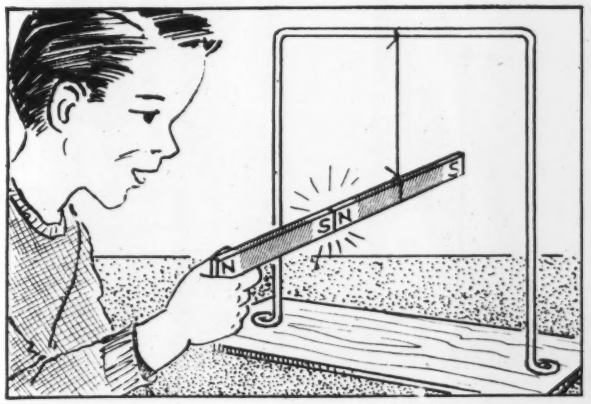
3. *Magnets attract through materials which they do not attract.* This was the most popular experiment in our show, and it works best with a large powerful magnet. The boys demonstrated that magnets will attract through paper, glass, and cloth. Iron filings were poured on each material, and the magnet passed underneath. The boys produced the same reaction by pouring the filings on the heavy wooden table and passing the magnet along its underside. The climax was an original experiment which one of the boys had thought of—to prove that a magnet will attract through flesh. He placed the magnet on the back of his hand and held the palm above the filings on the table. When the filings leaped up and clung to his hand, the audience applauded.

4. *How to make a magnet from a piece of steel.* We did this by rubbing a piece of good quality steel, such as in a pair of scissors, with a powerful magnet. (In their pre-exhibition enthusiasm, the children magnetized most of the scissors in the room!)

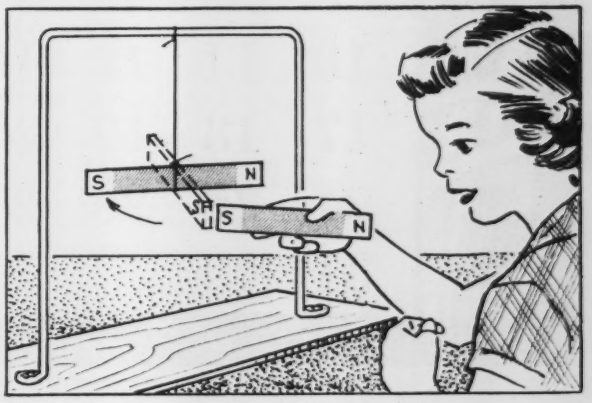
5. *How a compass works.* Using a compass, the demonstrator explained that it has a magnetized freely swinging needle with its north pole indicated. The compass is held level and moved until the letter *N* on its face is under the north pole of the needle. Then the other directions are obvious.

6. *Electricity is easy to make.* The demonstrator combed her hair vigorously, using a hard-rubber comb, and then showed how the (*Continued on page 69*)

Attraction of unlike poles



Repulsion of like poles



The walking stick, brown or green in color, is a wingless insect about three inches long. It feeds on the green leaves of walnut, oak, locust, hickory, and other trees. Some "sticks" can replace legs that break off.

Creative Dramatics

Conducted by Ruth Birdsall

About Dramatizing Stories

THE most satisfactory starting point for a creative-play activity is a story. It can be a bare outline as the children dream it up, or a piece of literary perfection by a master of the art, or it can be anything in between. The only requirement is that the children understand and like it.

Have you ever wished you had a fund of stories and plots on hand to pull out when the children were in the mood? I recently came upon a book that is a wonderful storehouse. It is *Stories to Dramatize*, compiled by Winifred Ward (The Children's Theatre Press, Anchorage, Kentucky; $4.75).

In four brief chapters, covering only eighteen pages, Miss Ward gives a world of suggestions for encouraging children's participation in informal dramatics. The rest of the book's 389 pages are given over to the stories themselves, which are suitable for all ages from kindergarten through junior high school.

With this book as a backlog, you can start building your own file of plots, plays, and stories, not forgetting that some of the best creative experiences develop spontaneously.

Here is a story for your file. It was sent to us by **Ruth Apprich Jacob** of West Englewood, New Jersey, who prefaced her story with helpful comments.

" 'The Penny That Couldn't Be Spent' is a short simple story with which to introduce drama into the classroom. The teacher should read it aloud in its entirety. Then she can read it scene by scene, with different sets of children acting out each scene. Depending on the age level of the class, the story may then be played from beginning to end.

"At first it is best for the teacher to suggest the playing areas: front yard, kitchen, and so on, but once the children understand, they can be depended on to set their own stage.

"The teacher may also ask leading questions to stimulate discussion.

"When the children understand the basic principles involved, the teacher can suggest they act out their favorite stories. Finally the children can write or plan their own productions."

THE PENNY THAT COULDN'T BE SPENT

NANCY and Nora were sisters. Nancy was the big sister and Nora was the little sister. One day they were playing Zoo in the front yard. Nancy was a bear and Nora was a monkey. The bear and the monkey were just going to eat some grass when Nancy cried, "Look!"

There was a penny lying in the grass. It was very dirty. Nora picked up the dirty penny and carried it into the house. Nancy washed the penny in the kitchen sink. Nora dried it. Now it was very shiny.

"What shall we do with the penny?" the sisters wondered.

"I know!" said Nora. "Let's buy some ice cream."

"Yes, let's," said Nancy.

So they skipped to Pete and Pat's ice-cream store. Pete spoke in a very low voice and Pat in a very high voice.

Nora asked, "Could we buy some ice cream with our shiny penny?" *(Continued on page 78)*

About Formal Productions

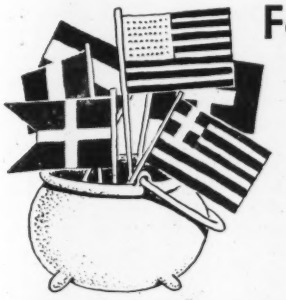
MAY is a month when outdoor pageants, whole-school programs, and plays with large casts are either being presented or are being rehearsed for June performances. Rehearsals can be less tiring for actors and directors than is sometimes accepted as inevitable. Advance planning is the keynote. Plenty of help is also essential. Teachers, parents, and high-school students will enjoy working with you.

Plan to rehearse small units until the very last. Nothing is so upsetting to a director as a crowd of children milling around behind her back while she is trying to concentrate on the ones on stage. It's no fun to be on the waiting end either! Be sure there is someone responsible for the children waiting to perform. A few quiet games or paper-and-pencil activities will make everyone happy.

Young children will be more co-operative during the bewildering experience of taking part in a program involving many strange children if they understand what it is all about. No matter how small a part little folks have, they should understand the plot and purpose of the whole and just what their contribution is. Their own teacher is the best person to make this clear to them. The director should see that she knows.

Middle- and upper-grade children can be given duplicated sheets listing exactly what is expected of them. This puts the responsibility where it belongs—on the individual. It also helps acquaint parents with what is going on. The following are a few points to include.

1. A brief statement of the overall purpose in having such a program. (If you can't think of one, don't give the program.)
2. A short résumé of the plot or theme of the program.
3. An explanation of the part to be played by the individual or his class group. (Leave space for this on the duplicated sheet. It can be filled in on the typewriter or by hand unless the same applies to twenty or more children when a separate slip might be run off.) In some cases, the child's speeches or a song or action directions can be included. (One teacher sends a complete script home with each child who has a part in a regular play, but for large-group programs this may not be feasible.)
4. A statement of exactly when and where each rehearsal will be held.
5. A statement of how costumes will be supplied. (If this varies, pupils can fill in the information individually on their own papers.) *(Continued on page 79)*



For Any Patriotic Occasion

CONGRESS, in 1940, set aside the third Sunday in May as Citizenship Day, to be proclaimed annually by the President as "I Am an American Day." On February 29, 1952, President Truman signed a bill designating September 17 as Citizenship Day, thus combining the observance of I Am an American Day and Constitution Day. The following skit is adapted from a dramatization sent us by **Grace J. Otte,** of Omaha, Nebraska, which her Cub Scouts presented on I Am an American Day two years ago. It would be suitable for World Good-Will Day—May 18.

THE SKIT

A three-legged iron kettle (the "melting pot" that gave the skit its title) was partly filled with sand and set on a table. Each boy made a paper flag (5" x 8") for the country he told about and attached it to a balloon stick. A somewhat larger American flag was used. All were stuck into the sand in the kettle.

For costumes, some children used a typical cap or sash. The Irish boy wore a shamrock. The Scotch boy had a tartan. No costuming is really necessary.

One boy introduced the program by saying: "We wish to honor our citizens who have come from other countries and have helped to make our country great and strong. We pay homage to all the immigrants who, with great courage and at tremendous sacrifice, left their homes across the sea to *(Continued on page 78)*

A Song

This easy program no costuming. Use

CHARACTERS

TOBY, JIM, MARY ALICE — Bird Theme.
CAROL, RUTH, BILL — Brook Theme.
JANET, CARL, LAUREL — Bee Theme.
WALLACE, DIANE, DICK — Tree Theme.
PATTY, DUANE, SUSIE — Cricket Theme.
NANCY, JEAN, MARION — Flower Theme.
BARBARA, MARTY, DAVID — Frog Theme.
CHORUS—Any number of children seated in front rows.

SETTING

Out of doors. Real or artificial trees and shrubs can be used to decorate the stage as desired. Logs or green-covered hassocks may be supplied so that some of the children can sit to give a more pleasing stage picture.

On the stage are three sets of sticks and triangles for the Crickets, two drums and a set of wood blocks for the Frogs, and three sets of orchestra bells for the Brook, Trees, and Flowers. Children in the Chorus may have more of the same kinds of rhythm-band instruments to play along with those on the stage.

SUGGESTIONS

Song Flutes, Tonettes, or Flutophones may be used by the Birds and Bees. (All have the same fingering.)

The piano may play each theme with the child composing it, to lend support.

The Chorus may sing each theme with the characters on stage if that is necessary to produce the volume desired.

(Toby sits on a log, trying his tonette.)

TOBY *(to himself)*—I wish I could play a real tune. *(Tries again; plays beginning of Bird Theme.)*

(Enter Jim and Mary Alice, with tonettes.)

JIM—What are you doing, Toby?

TOBY—Just trying my tonette.

MARY ALICE—Oh, I'd like to hear it!

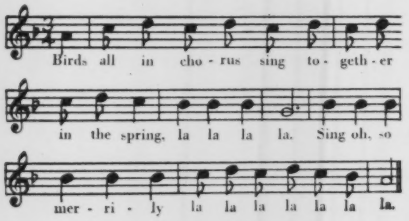
TOBY—I'm just learning. I wish I could make up a tune on it.

MARY ALICE—That would be fine.

TOBY—Sometimes, I have all kinds of tunes buzzing around in my head. I made up a song about spring. It's such a nice spring day. *(He sings Spring Song. Then Jim and Mary Alice sing it with him.)*

JIM—That's good, Toby.

TOBY—Here is something I made up on my tonette. *(He plays Bird Theme.)*



JIM—That's pretty. It sounds like a bird trilling.

MARY ALICE—Yes, a spring bird. Let's try it, Jim.

(They play Bird Theme with Toby.)

(Enter Janet, Carl, and Laurel with their tonettes.)

JANET—We heard the music and just *had* to find out what it was.

CARL—We thought we heard a bird.

JIM *(to Toby)*—See! I told you.

LAUREL—May we listen to you?

TOBY—Why, sure!

MARY ALICE—You see, Toby has a song buzzing around in his head, and he would like to play it. Let us hear your song, Toby.

TOBY—I can't play it yet, but I'll sing it for you. *(He sings Spring Song.)*

ALL—That's good! Now let us sing it. *(They and Chorus sing Spring Song.)*

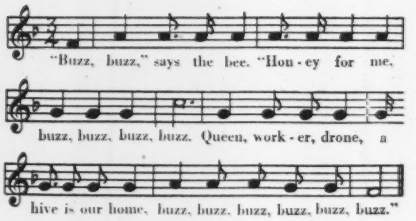
JIM—Now Toby, Mary Alice, and I will be birds.

(They play Bird Theme and then sing it with the Chorus.)

JANET—We should have some bees in it. How does this sound? *(Plays Bee Theme.)*

CARL—We'll be the bees!

(Janet, Carl, and Laurel play Bee Theme and then sing it with the Chorus.)



PATTY *(enters from left, stands at side of stage, looking sad)*—Oh, I've lost it! I've lost it!

MARY ALICE—What did you lose?

PATTY *(turns to look at them, surprised)*—Oh, I—I didn't see you. *(Explains.)* I've lost my song.

MARY ALICE—Your song?

PATTY—We were having a game down by the lake, and we were make-believe crickets.

ALL—Crickets?

PATTY—Yes, and now we've lost our song.

JIM—Maybe you will remember it. We're having a game, too. We're birds. They are bees. *(Points.)* And now, a cricket comes along!

TOBY—We need crickets in our song.

(Enter Duane and Susie.)

DUANE—Have you found the song yet?

PATTY—No, but I found some people making up a birds and bees song.

SUSIE—Birds and bees?

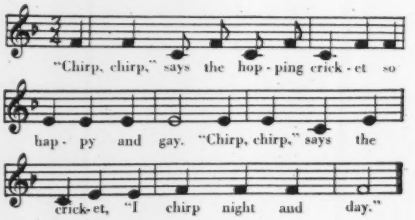
MARY ALICE—Yes, we're birds and we would like some crickets to join us.

PATTY—I have been thinking hard. I believe I've found our song.

TOBY—Good! Let's hear it.

PATTY—It went like this.

(Patty, Susie, and Duane sing Cricket Theme. Then they pick up triangles and sticks and play as they sing it with Chorus.)



JIM—Our song for springtime gets better and better.

(Enter Barbara, David, and Marty.)

BARBARA—There you are! Did you find your cricket song?

PATTY—Oh, yes. *(Points.)* They are making a song, too.

MARTY—Let us sing with you.

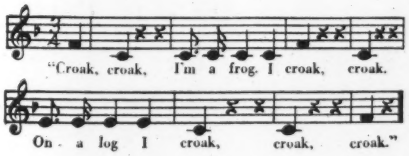
JIM—Well, we have birds, bees, crickets so far. Now we need some— some—

MARY ALICE—Frogs. That's it—we need frogs.

DAVID—We could be frogs.

for Springtime

features rhythm instruments and requires for Music Week or any spring occasion.



MARTY—We know a frog song but it is so ugly that no one would want to hear it.

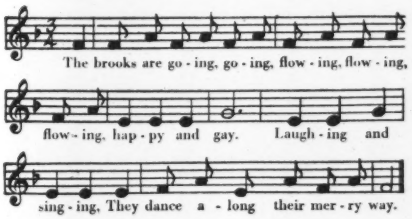
JIM—It might not be bad. Sing it for us.

MARTY—It's nothing but a croak.

MARY ALICE—Well, frogs croak.

(*Marty, Barbara, and David sing Frog Theme. Then all three pick up drums and blocks and play Frog Theme as they sing it with Chorus.*)

CAROL (*enters with Ruth and Bill*)—We wondered where you were, Patty. Did you find your song?



PATTY—Yes, and I found these boys and girls who were making a spring song. Now my cricket song is part of their song.

CAROL—How nice!

JIM—We're putting everything about spring into our song. We've birds, bees, crickets, and frogs. But we want more things that tell about spring. Maybe you could help.

CAROL—Maybe I can! I think you need a brook, because frogs live near brooks. (*The three sing Brook Theme. Then they pick up bells and play them as they sing it with Chorus.*)

(*Enter Wallace, Nancy, Diane, Jean, and Marion.*)

NANCY—Hello! Can you tell us where all the music is coming from?

JEAN—It reminds me of spring.

DIANE—It is beautiful.

MARY ALICE—Oh, thank you! Yes, we can tell. We made the music you heard.

WALLACE—Really?

DIANE—Tell us more about it.

TOBY—We are composing a song for springtime; so we are pretending that we are birds, bees, crickets, frogs, and a brook.

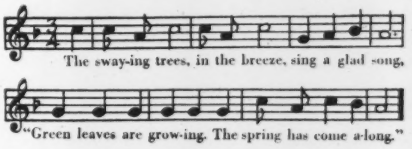
JIM—It's lots of fun. Do you want to join us?

NANCY, WALLACE, AND OTHERS—Oh, yes. What shall we do?

TOBY—Well, what else do we need? We already have some birds, bees, crickets, frogs, a brook—

WALLACE (*interrupting*)—Oh, I think you need some trees. Let's make up a tune about trees.

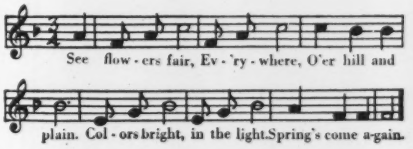
(*Wallace, Diane, and Dick sing Tree Theme, pick up bells and play them as they sing it with Chorus.*)



NANCY—I've thought of something. We ought to have flowers.

MARY ALICE—Flowers, of course! That's the best part of spring!

(*Nancy, Jean, and Marion sing Flower Theme, pick up bells and play them as they sing it with Chorus.*)



TOBY—Now let's sing the whole song from beginning to end.

(CHORUS *and* EVERYONE *on stage sings Spring Song with piano only.* BIRDS *play Bird Theme with tonettes as* CHORUS *sings Bird Theme.* BEES *play Bee Theme with tonettes as* CHORUS *sings Bee Theme.* CRICKETS *play Cricket Theme with sticks and triangles as they and* CHORUS *sing Cricket Theme.* FROGS *sing Frog Theme with drums and blocks as they and* CHORUS *sing Frog Theme.* BROOKS *play Brook Theme with bells and triangles as they and* CHORUS *sing Brook Theme.* TREES *play Tree Theme with sticks as they and* CHORUS *sing Tree Theme.* FLOWERS *play Flower Theme with bells as they and* CHORUS *sing Flower Theme. Then* CHORUS *and* EVERYONE *sings Spring Song, except Birds and Bees who play harmonizing melody on their tonettes. All other children with instruments accompany this final singing of Spring Song by playing the instruments in the rhythmic patterns of their respective themes.*)

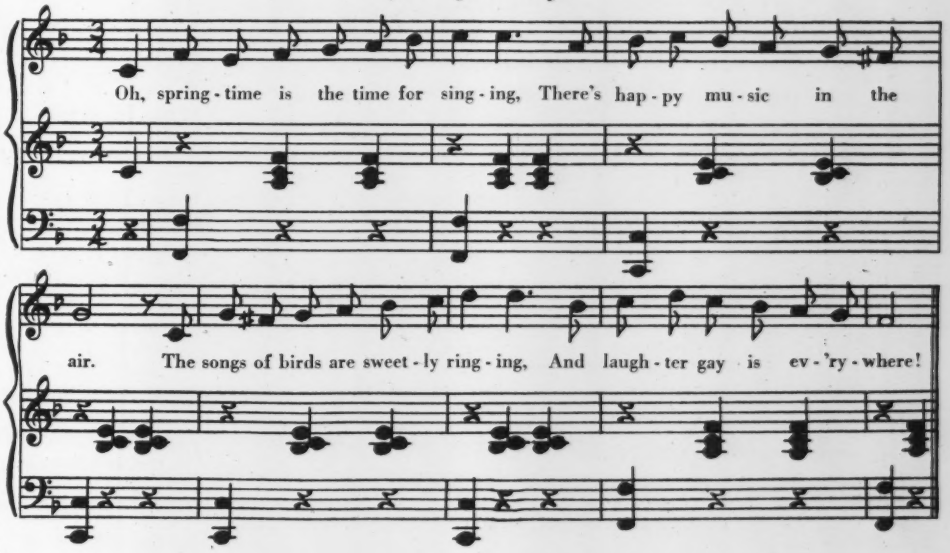
MARY ALICE—What a pretty song. It sounds just like spring.

TOBY—Now let's put down our instruments and have a dance.

(*All or part of the children may dance to* Spring Song *theme.*)

Circle right, 4 measures, 12 steps.
Circle left, 4 measures, 12 steps.
Join elbows (partners), circle right, 4 measures.
Join elbows, circle left, 4 measures.
Boys form inside circle, girls outside.
Outside circle run right, inside run left (at same time), 4 measures.
Inside circle run right, outside run left (at same time), 4 measures.

Spring Song


Oh, spring - time is the time for sing - ing, There's hap - py mu - sic in the
air. The songs of birds are sweet - ly ring - ing, And laugh - ter gay is ev - 'ry - where!

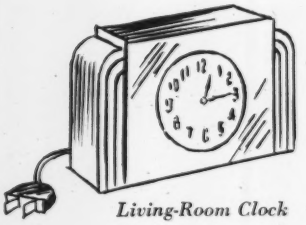
A PLAY FOR MOTHER'S DAY OR ANY DAY *by SYLVIA LEE*

A Clock for Mother

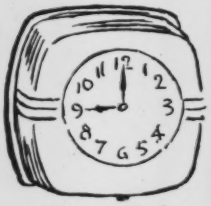
Cuckoo Clock

Chime Alarm Clock

Bedroom Clock



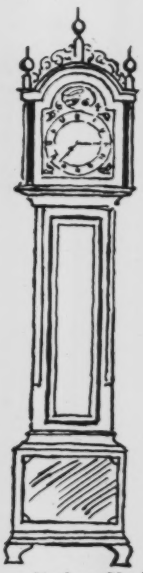
Living-Room Clock



Kitchen Clock

Nursery Clock

Big Alarm Clock



Grandfather Clock

CHARACTERS

MR. CLOCKMAN	LIVING-ROOM CLOCK
CHILD	BEDROOM CLOCK
GRANDFATHER CLOCK	KITCHEN CLOCK
CUCKOO CLOCK	BIG ALARM CLOCK
NURSERY CLOCK	CHIME ALARM CLOCK

COSTUMES

Mr. Clockman is distinguished by play eye glasses. Child is dressed for out of doors. Clocks wear large cardboard clockfaces and backs, with price tags. Grandfather Clock has a white beard. Cuckoo Clock wears a brown skull cap and wings. Nursery Clock has gray mouse ears and a long tail. Living-Room Clock trails an electric cord. Bedroom Clock wears circlet of flowers. Kitchen Clock wears a chef's cap. Big Alarm Clock is a large child, who carries a gong. Chime Alarm Clock is a tiny child, who carries some little bells.

SETTING

Inside clock store. Counter. Benches.

SUGGESTION

Papier-mache representations of the clocks may be made by the children and operated like stick puppets. Either real children or marionettes could then assume the roles of Mr. Clockman and Child.

MR. CLOCKMAN (*to Clocks*)—
It's almost closing time, my friends;
No more customers ere this day ends.
(*Listens to sound of hurrying feet off stage, followed by knocking.*)
But there's still a chance. I hear a knock.
(*Child enters breathlessly.*)
Ah, do you want to buy a clock?

CHILD—
Mr. Clockman, I ran all the way
Because tomorrow is Mother's Day.
With money I earned I want to buy
My mother a clock.

MR. CLOCKMAN (*rubbing hands*)—
Well, clocks have I.
(*Brings forward Grandfather Clock.*)
Here's a grandfather clock to stand in the hall.

GRANDFATHER CLOCK (*deep voice*)—
Each hour I *dong-ng!* Shall I sound them all?

CHILD (*shakes hands with him*)—
You're a very fine clock. But there's hardly room
In our little house for your tallness and boom.
(*With a sigh, Grandfather Clock shuffles back to his corner.*)

MR. CLOCKMAN (*whistles to Cuckoo Clock, who hops up*)—
Here's a cuckoo clock, a carved Swiss fellow.

CUCKOO CLOCK (*bobs head*)—
I'm a mechanical bird with song so mellow. (*Bows and cuckoos.*)

CHILD—
You do have a voice like a real live bird,
But our baby would wake if your voice she heard.
(*Cuckoo Clock bobs and cuckoos once more before hopping back.*)

MR. CLOCKMAN (*conducts Nursery Clock to center*)—
This nursery clock can teach about time.

NURSERY CLOCK (*squeaky voice*)—
"The mouse ran up the clock," says my rhyme.

CHILD—
My mother *knows* about time—how to fill
Each day to the brim, yet have time for us still.
(*Fists to eyes, Nursery Clock goes back to bench.*)

MR. CLOCKMAN (*nods to Living-Room Clock, who comes forward*)—
This living-room clock is graceful and sure.

LIVING-ROOM CLOCK (*pulls cord*)—
And I'm electric. Hear my soft purr?

CHILD—
Yes. And you're nice. But if you don't mind,
I like best the clocks that wind.
(*Living-Room Clock returns to bench rather haughtily.*)

MR. CLOCKMAN (*beckons Kitchen Clock, who, shouldering big spoon, marches to center front*)—
Perhaps this alert kitchen clock you'd like.

KITCHEN CLOCK (*presents spoon*)—
I tell dinnertime, and never strike.

CHILD—
Mother always has my meals on time.
I like to eat, so that suits me fine.
(*Again shouldering spoon, Kitchen Clock about faces and marches back.*)

MR. CLOCKMAN (*escorts Bedroom Clock on his arm*)—
Here's a French bedroom clock, lovely as a dream.

BEDROOM CLOCK (*twirls*)—
Time will dance by, or so it will seem.

CHILD—
My mother doesn't want her sleeping time to dance;
She says daytime hours just prance.
(*With a gay shrug, Bedroom Clock dances back to bench.*)

CHILD (*to Mr. Clockman*)—
I guess what I need is a clock to wake
My mother up around daybreak.

MR. CLOCKMAN (*nodding knowingly, tugs forth Big Alarm Clock*)—
Then this alarm clock's just the thing.

BIG ALARM CLOCK (*stretches*)—
I glow in the dark and have such a *r-ring-ing.* (*Beats gong.*)

CHILD (*jumps away*)—
Oh, I'd never wake my mother so!
Your alarm's too loud, though I like your glow.
(*Big Alarm Clock hangs head.*)

MR. CLOCKMAN (*pushes Big Alarm Clock back toward his bench and brings up Chime Alarm Clock*)—
Here's my last clock. It keeps good time.

CHIME ALARM CLOCK (*holds up bells*)—
I waken sleepers with my chime. (*Jingles bells.*)

CHILD—Oh, I'll take *you!* (*Hugs Chime Alarm Clock. Digs into pocket and clinks coins onto counter.*)
Here's all I've earned.
For a clock like you my mother has yearned.

MR. CLOCKMAN (*counts coins*)—
Exactly right! Now for the wrapping. (*With paper and ribbon from counter, proceeds to drape and tie up Chime Alarm Clock, who is pleased as Punch.*)
(*Other clocks gently clap hands.*)

CHILD (*glancing about*)—
Mr. Clockman, who made that gentle clapping?

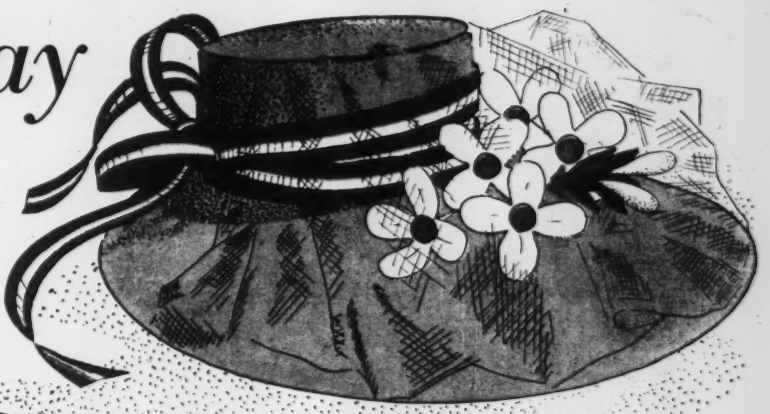
MR. CLOCKMAN (*turns Chime Alarm Clock around for inspection*)—
My other clocks. They're glad as I
That a Mother's Day clock you came to buy.

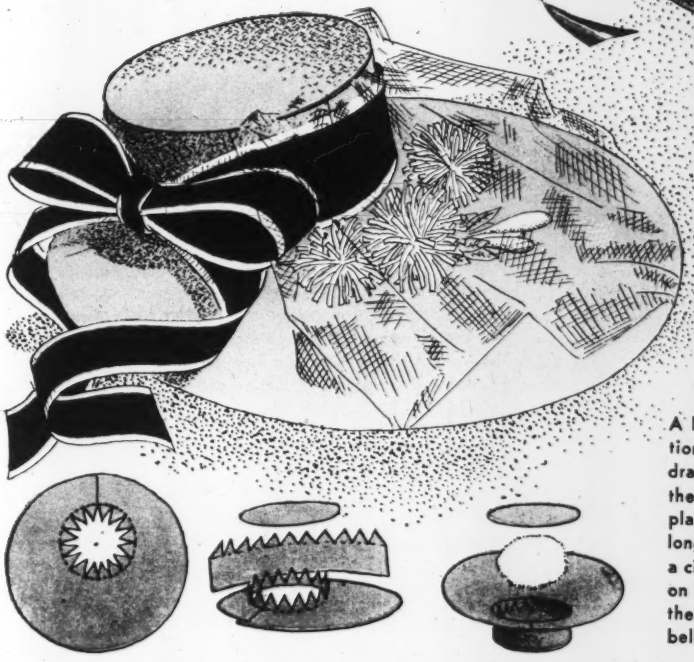
CHILD—
I'm happy, too, about the clock.
Good thing you opened to my knock.

CHIME ALARM CLOCK (*skipping jauntily about Mr. Clockman*)—
But who's as glad as I—Tick-tock?
I'll be a mother's wake-up clock.
(*Child happily leads Chime Alarm Clock by the hand, both waving to Mr. Clockman and other Clocks, who wave in return, each ticking according to type.*)

Mother's Day

MAY 10th





Hat Sachet Gifts

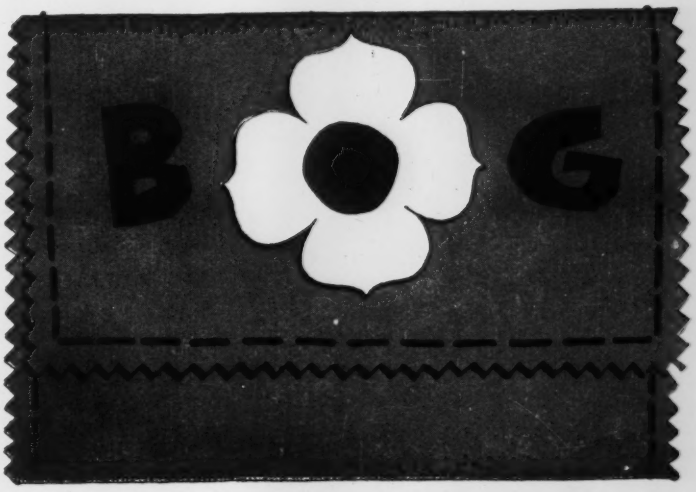
RUTH B. KARB

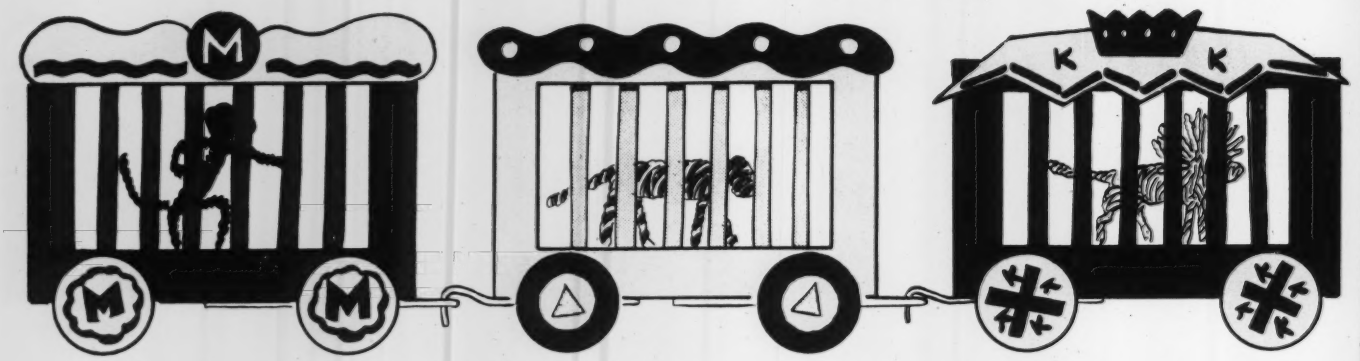
A HAT SACHET is a pretty gift. Cut a 4½" circle from construction paper of any color for the brim. On it, ½" from one edge, draw another circle, 1⅞" in diameter. Cut slits all around inside the smaller circle and fold the points up. Slit brim at the narrowest place, overlap, and staple or paste. For the crown, cut a strip 6½" long by 1½" wide. Slash and fold top edge down ⅜". Bend into a circle, fit to the brim tabs, and paste. Cut a 1¾" circle and paste on top of the hat. Sprinkle cotton with sachet powder and put in the crown. Cut a 2¼" circle and paste, to cover the cotton from below. Decorate the hat with ribbons, small flowers, and veiling.

Bag for Purse, Hanky, and Cosmetics

LUCIA MACK VOLLMAR

CHILDREN can easily make pastel felt bags for their mothers. Draw a rectangle 9" x 18" on the felt. Cut out with pinking shears, keeping edges straight and corners square. Fold up one of the 9" ends to a depth of 5". Hand-stitch in a contrasting color with fine yarn or embroidery thread around two sides and the top, ¼" from the pinked edges. (This secures the pocket and serves as decoration.) Applique initials and a simple decoration in two contrasting colors of felt or thin leather. If you wish to use snaps, cement a square of felt, on the inside, where each fastener is to go.

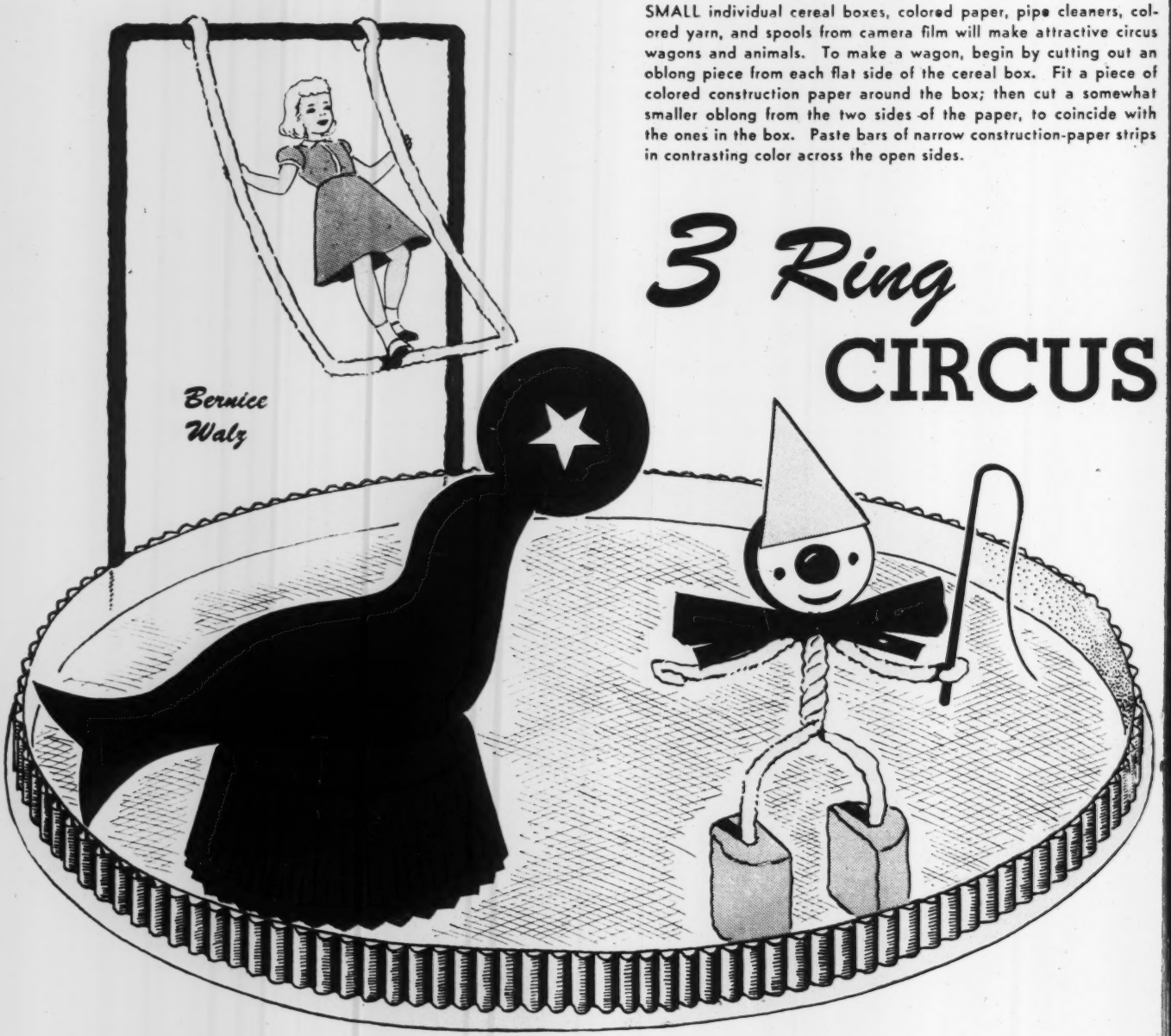


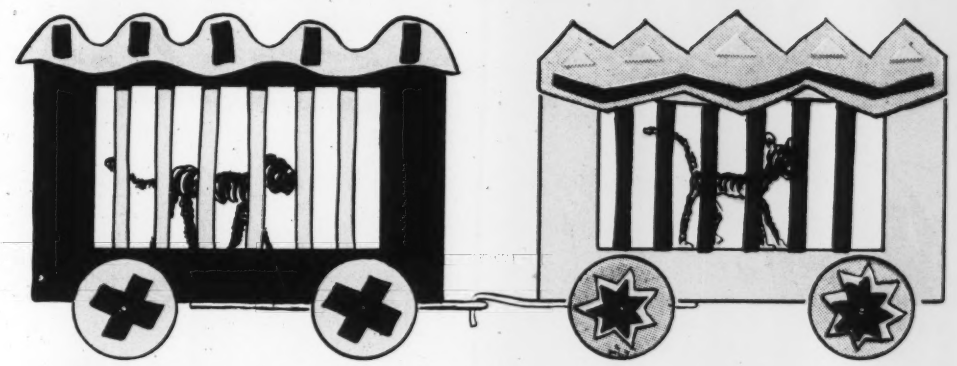


Cereal-Box CIRCUS

SMALL individual cereal boxes, colored paper, pipe cleaners, colored yarn, and spools from camera film will make attractive circus wagons and animals. To make a wagon, begin by cutting out an oblong piece from each flat side of the cereal box. Fit a piece of colored construction paper around the box; then cut a somewhat smaller oblong from the two sides of the paper, to coincide with the ones in the box. Paste bars of narrow construction-paper strips in contrasting color across the open sides.

3 Ring CIRCUS





Louise Jones

WAGONS

Inside the box, paste an animal made from pipe cleaners that are wound with yarn. Paste the end flaps closed and then cover them with colored paper. Cover the ends of two camera-film spools with circles of colored paper and then tape the spools to the bottom of the wagon. Decorate the top edges of the wagon, the ends, and the wheels with paper, crayons, or paint. Circus wagons may be linked together by putting a spread paper fastener under one and an extended hairpin under the next wagon.

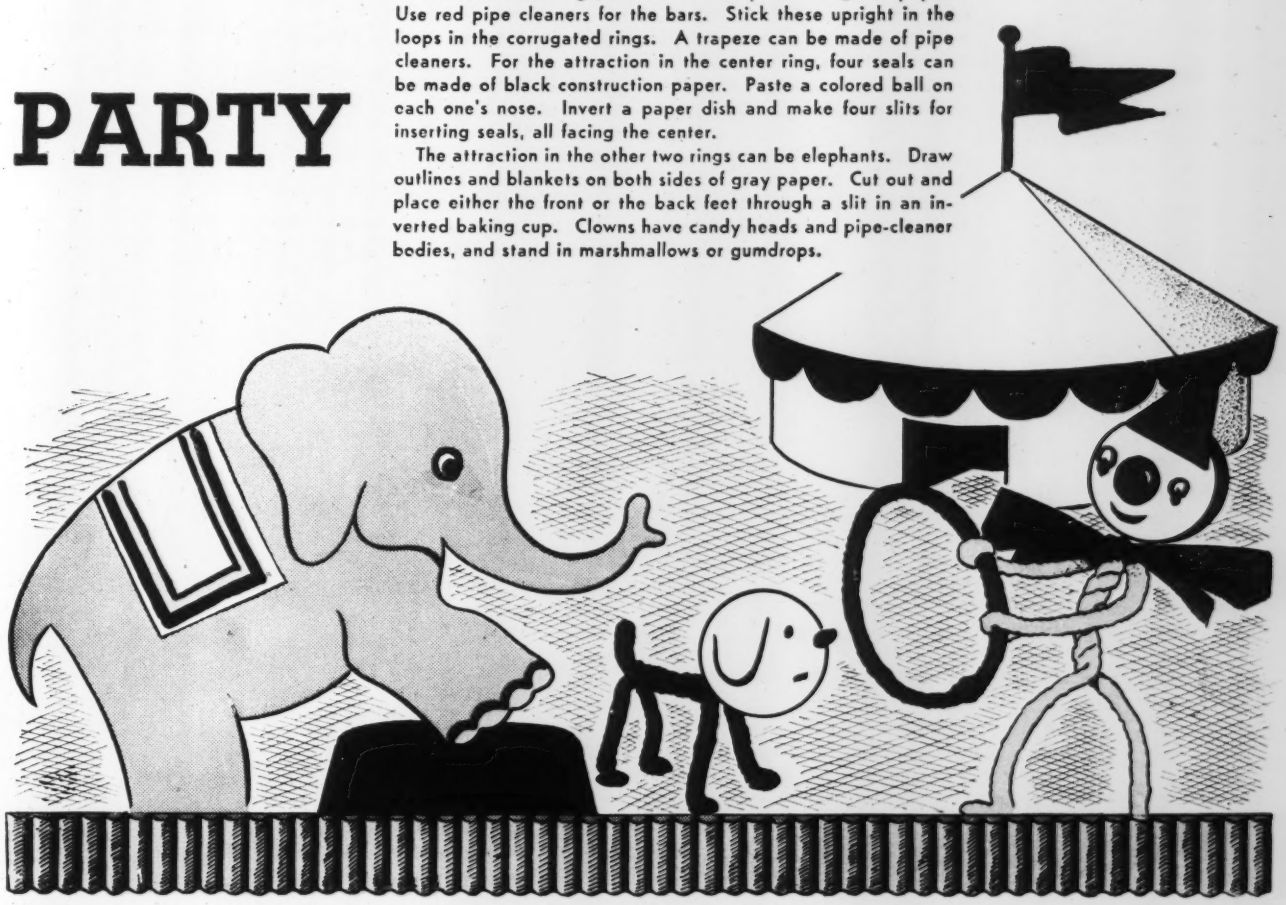
Use two pipe cleaners for each animal, doubling one with a round ring in the middle for the head—the two ends bent up to make the feet. Twist the other one in the same way, holding it in a horizontal position—the ends making the two back legs. Then join the two with another piece of pipe cleaner, at the shoulders. For an extra long tail, twist a length of pipe cleaner into the body part. Wrap this skeleton form with colored yarn (not too fine), until the animal has a satisfactory shape.

The tiger can be made of yellow or orange yarn and the stripes made by wrapping with brown or black yarn, allowing the light color to show through. This will be easy if the dark yarn is rather coarse. The leopard could be made of yellow yarn with brown tempera spots. Colored pipe cleaners are good, but white ones can be crayoned.

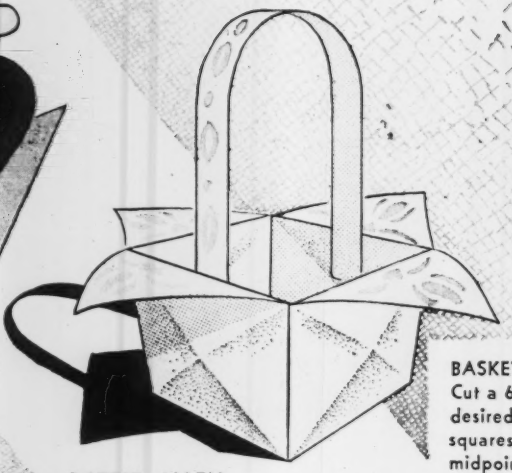
PARTY

Paint the three rings, made of ½" strips of corrugated paper. Use red pipe cleaners for the bars. Stick these upright in the loops in the corrugated rings. A trapeze can be made of pipe cleaners. For the attraction in the center ring, four seals can be made of black construction paper. Paste a colored ball on each one's nose. Invert a paper dish and make four slits for inserting seals, all facing the center.

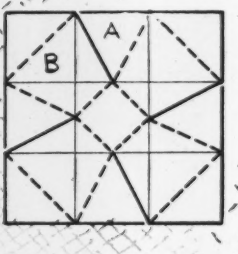
The attraction in the other two rings can be elephants. Draw outlines and blankets on both sides of gray paper. Cut out and place either the front or the back feet through a slit in an inverted baking cup. Clowns have candy heads and pipe-cleaner bodies, and stand in marshmallows or gumdrops.



May Baskets



PATTIE ALLEN

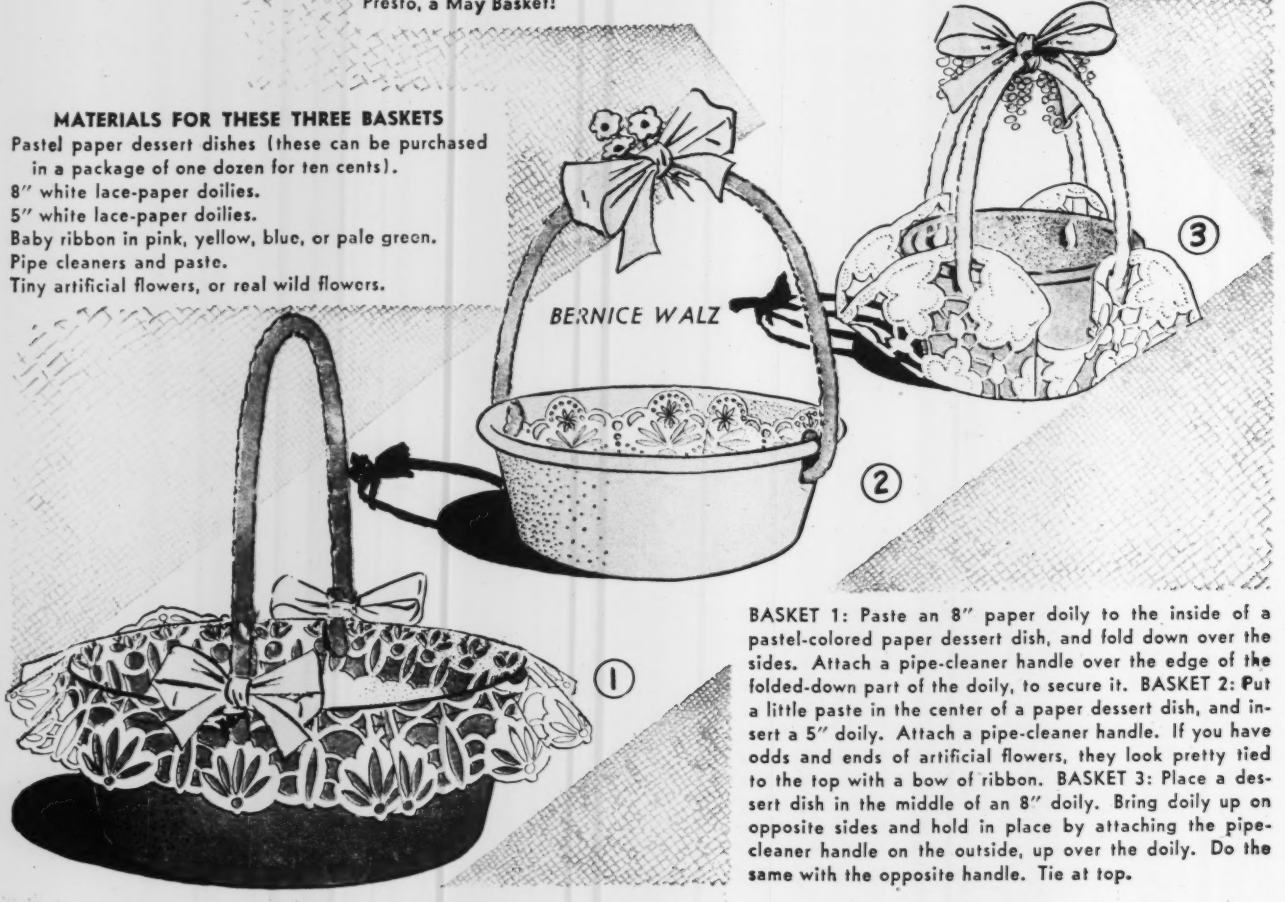


BASKET FOR INTERMEDIATE GRADES: Cut a 6" square of construction paper of desired color. Divide paper into 2" squares, making nine in all. Mark the midpoint on each side of the square in the center. Connect these midpoints by dotted lines, and draw solid and dotted lines in the outside squares, as shown in the diagram. Cut on these solid lines, and fold on the dotted lines. Lap A over B and paste; do the same on the other three sides. The four corner triangles can be decorated with original stencil designs in crayon or tempera. Add handle.

MAY BASKETS FOR BEGINNERS: Select drawing paper in spring colors with pleasant contrast. Cut enough 4" squares that each child may choose two squares of colors that please him. Cut strips of matching colors for handles. Fold squares diagonally, tuck one inside the other and paste in place. When dry, attach a double handle. Presto, a May Basket!

MATERIALS FOR THESE THREE BASKETS

Pastel paper dessert dishes (these can be purchased in a package of one dozen for ten cents).
8" white lace-paper doilies.
5" white lace-paper doilies.
Baby ribbon in pink, yellow, blue, or pale green.
Pipe cleaners and paste.
Tiny artificial flowers, or real wild flowers.



BASKET 1: Paste an 8" paper doily to the inside of a pastel-colored paper dessert dish, and fold down over the sides. Attach a pipe-cleaner handle over the edge of the folded-down part of the doily, to secure it. **BASKET 2:** Put a little paste in the center of a paper dessert dish, and insert a 5" doily. Attach a pipe-cleaner handle. If you have odds and ends of artificial flowers, they look pretty tied to the top with a bow of ribbon. **BASKET 3:** Place a dessert dish in the middle of an 8" doily. Bring doily up on opposite sides and hold in place by attaching the pipe-cleaner handle on the outside, up over the doily. Do the same with the opposite handle. Tie at top.

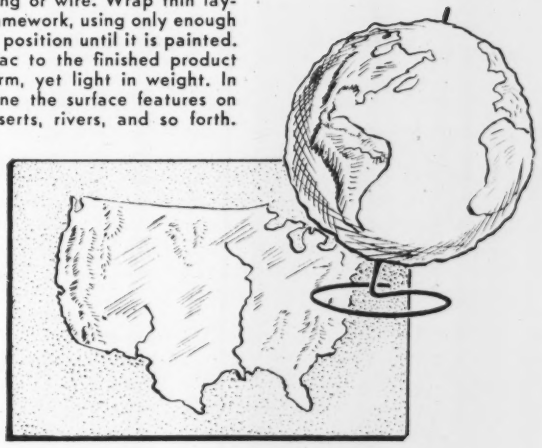
COTTON an Effective Material for Modeling

Storybook Characters

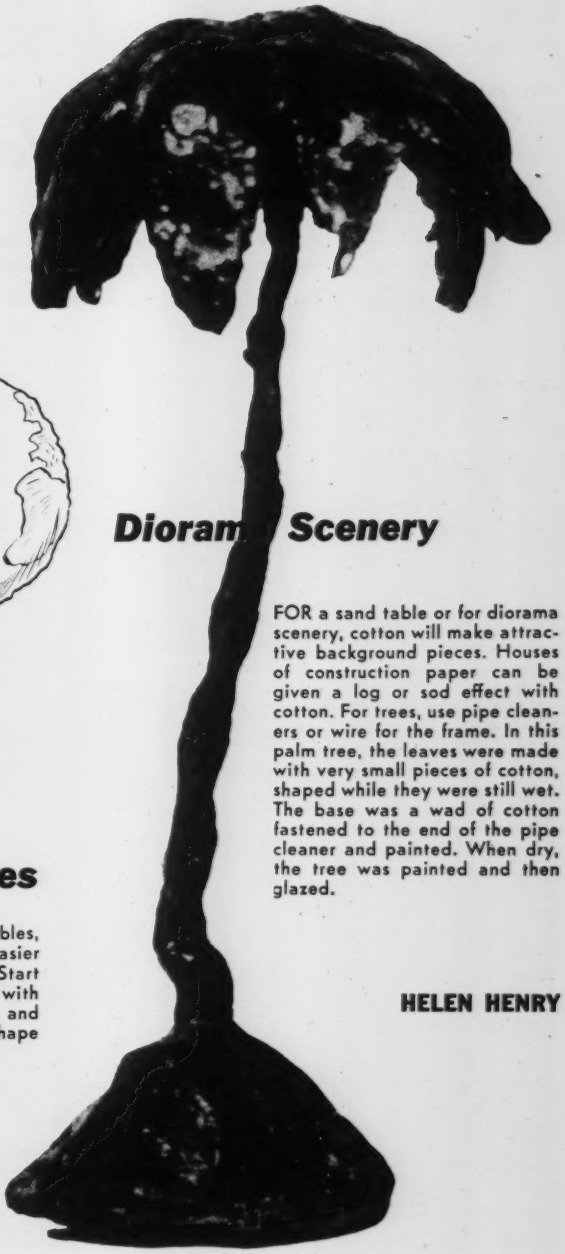
THE possibilities for cotton as a medium in modeling are unlimited. For example, to make the bears in the Goldilocks story, we used pipe cleaners for the skeletons and covered them with wadded crepe paper. Then we placed a thin layer of cotton over the outside, using very little paste. We painted the bears with brown tempera paint and, while the cotton was still wet, molded the figures into the correct shape, with good facial expressions. To make the bears permanent we covered them with a clear glaze (shellac will do as well).

Relief Maps and Globes

TO MAKE a globe, wad newspaper into a ball and bind the wadding with string or wire. Wrap thin layers of cotton around this framework, using only enough paste to hold the cotton in position until it is painted. Apply clear glaze or shellac to the finished product and it will be hard and firm, yet light in weight. In making a relief map, outline the surface features on cardboard—mountains, deserts, rivers, and so forth. Paste and shape the cotton over the outline. Use the end of a brush to press cracks into the cotton for rivers. Paint each surface the desired color and, when dry, cover with glaze or shellac for permanence.



Diorama Scenery



FOR a sand table or for diorama scenery, cotton will make attractive background pieces. Houses of construction paper can be given a log or sod effect with cotton. For trees, use pipe cleaners or wire for the frame. In this palm tree, the leaves were made with very small pieces of cotton, shaped while they were still wet. The base was a wad of cotton fastened to the end of the pipe cleaner and painted. When dry, the tree was painted and then glazed.

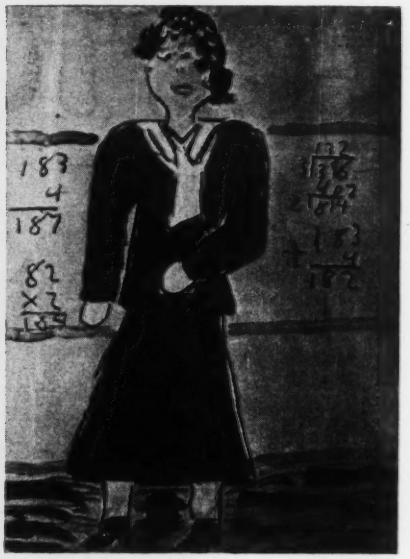
Fruits and Vegetables

FOR modeling fruits and vegetables, cotton is actually cheaper and easier to use than paper-towel mache. Start with a wad of crepe paper, wrap with pipe cleaners, add the cotton, and model the ball into the desired shape while it is still wet.

HELEN HENRY

FATHER

MOTHER



TEACHER

PRINCIPAL

We Say

THANK YOU

Gertrude B. Christopherson

THESE pictures were used on the cafeteria bulletin board. For several weeks we talked of the pleasant things others did for us, and why we should say "Thank you" to them. All these persons modeled for us except Mother and Father, whom we drew from memory. We say thank you to MOTHER for the many things she does for us; to FATHER for earning money to buy food and clothes; to our TEACHER who helps us to be good citizens; to our PRINCIPAL who makes a good school for us; to our SCHOOL NURSE for the health rules; to the COOK for our lunch; and to the JANITOR who keeps our school clean.

NURSE

COOK

JANITOR

Girls and Boys Section

WHAT AM I?

Annie Laurie Von Tungeln

My first is in *star* and also in *flag;*
My second's in *game* but not in *tag.*
My third is in *freedom* and also in *free;*
My fourth is in *large* but not in *wee;*
My fifth is in *wide* and also in *size;*
My sixth is in *face* but not in *eyes.*
My seventh's in *happy* and also in *glad;*
My eighth is in *man* but not in *lad.*
My whole is what I'm glad to be—
I live in a land where folk are free.

NEWSPAPER HEADLINES

Esther H. Dawson

What story does each of these make-believe newspaper headlines tell about?

1. Lovely Mystery Girl Loses Slipper at Palace
2. Child Lost in Forest Finds Shelter at Home of Bears
3. Witch Holds Lost Children Captive in Forest Cottage

MISSING-LETTERS PUZZLE

Florence S. Moore

Fill in the first letter of each vegetable and flower below. These missing letters will spell the name of a person who entered Paris on May 21, 1927.

—ettuce
—vy
—asturtiums
—andelion
—ean
—ndive
—adish
—rapes
—orseradish

CRAZY TAG

Eleanor Hulme

Crazy tag is played just like ordinary tag except for one thing. The person who was tagged must keep his hand on the spot where he was touched until he has caught someone.

The game is even funnier if "it" has touched someone in a hard-to-reach spot.

A MOVING SPIDER

Gene Wright

Mold the shape of a spider's body from modeling clay. Cut three rubber bands in half and put one end of each piece into the spider's body to make six legs. Cut one rubber band in one long piece. Put it into the top of the spider's body. Hang the spider by this piece of rubber band. He will bob up and down very realistically.

PUT A LETTER IN FRONT

Ruth Everding Libbey

Put a letter in front of each word to make a new word. The definitions tell you what new word you need to form.

1. lap — part of a tent
2. one — when a job is finished
3. art — a two-wheeled vehicle
4. end — to curve
5. rap — to catch mice
6. hop — a store

Answers to puzzles, riddles, and quizzes are on last page of "Girls and Boys."

Can You Name the Musical Instruments?

Some of the sixth-graders are fixing the stage for the orchestra's assembly program. Can you find and name a dozen of the orchestra's instruments?

CANDY-DISH GIFT

Lena M. Palmer

You can make this candy dish for Mother. Save the tin-foil container in which frozen chicken pie has been packed. Wash and dry it, being careful not to bend it out of shape. With a small nail and a hammer make a hole ¼″ from the edge of the container and another directly across from it. Bend a piece of wire about 8½″ long for a handle and fasten the ends through the holes. Use the wire handle from a cottage-cheese container if you have one.

Wash the dish again, put a round paper doily in it, and fill the dish with Mother's favorite candy. You may want to tie a ribbon on the handle.

RING-TOSS GAME

Elsie Murphy

You can easily make a ring-toss game to play on a rainy day. For rings cut the tabs off rubber fruit-jar rings, hold two or three together and wind them with strong cord. Make three such rings.

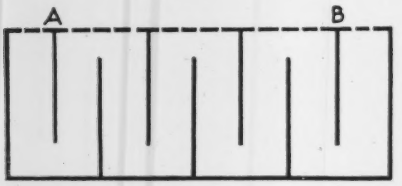
Turn a chair upside down, propping it so that all the legs are at the same height. Number each leg from twenty-five to one hundred. Players stand from five to ten feet from the chair and take turns throwing the three rings over the chair legs. The one who first scores 100 points is the winner.

A PAPER TRICK

Mary Scott

Tell your friends you can go through a 6″ square of paper. When they are convinced you are only fooling, show them how it can be done.

Fold the square in half and cut on the solid lines shown below. Then cut along the fold from A to B. Your paper will then spread out large enough for you to put it over your head and step through it.



The Riddle Box

What has a hand but only one finger?

Name the one thing in the world that can't be beat.

What is the naughtiest thing in the house?

What is bought by the yard and worn by the foot?

What question can never be answered by "yes"?

SOME GOOD BOOKS

Marguerite Henry has written several books about the wild horses in the cartoon strip below. You will enjoy reading *Misty of Chincoteague* and *Sea Star—Orphan of Chincoteague* (Rand McNally).

JUMBLED STATES

Lois Snelling

If you arrange the letters below in their proper order, you will find the names of ten of the States in our country.

1. Namie
2. Ahoid
3. Snakas
4. Gnoore
5. Yowgmin
6. Satex
7. Dolfari
8. Hooi
9. Thua
10. Tomvern

A CARD FOR MOTHER

Regina F. Benson

Fold a piece of smooth drawing paper 4″ x 6″ in half lengthwise. Unfold and write along the fold on the inside the word "Mother" in a flourishing style, with a soft pencil. Refold and rub the back of the writing with a ruler to transfer the word design to the lower half of the paper. Unfold and trace over all the lines with a soft pencil, to make a design.

Using paper clips, fasten the pattern underneath a piece of white construction paper the same size. Hold the paper against a window pane, and trace the pattern with a colored crayon.

Decorate the design any way you wish. Spring flowers in pastel colors would be very pretty.

If you like, white paper 8″ x 6″ may be folded in half crosswise and the design made on the front. A verse about Mother can be written on the inside.

Sam and Sue Travel with Uncle Dick

WHAT ARE THOSE ISLANDS JUST BELOW US, UNCLE DICK?
THEY ARE CHINCOTEAGUE AND ASSATEAGUE, JUST OFF THE COAST OF VIRGINIA. WE'LL LAND ON CHINCOTEAGUE.
WHY ARE ALL THOSE MEN ON HORSEBACK?
TODAY IS PONY PENNING DAY. EACH JULY MEN GO TO ASSATEAGUE WHERE THEY ROUND UP THE WILD HORSES THAT LIVE THERE.
LET'S GO WITH THEM.
WHAT WILL BE DONE WITH THE HORSES?
WE WILL DRIVE THEM INTO THE WATER AND MAKE THEM SWIM TOWARDS CHINCOTEAGUE. TOMORROW THERE WILL BE A SALE AND PEOPLE WILL BUY PONIES.
WHAT HAPPENS TO THE HORSES THAT AREN'T SOLD?
THEY WILL BE DRIVEN BACK TO ASSATEAGUE FOR ANOTHER YEAR OF FREEDOM.

Science for Fun

Gladys Liljenberg

NIGHT AND DAY

When you ride into the country and see the beautiful fields, woods, and lakes, do you ever wonder about the earth? Look at the globe in your room. It shows the shape of the earth. The blue parts on the globe show the water and the other colored parts show the land.

Pretend you have traveled in a jet plane to another planet. What does the earth look like from there? It looks like a ball smaller than the sun. The earth is a planet, spinning round and round in the sky.

Now you have returned to the earth. The world looks flat because you see so little of it at one time. You know that boats and airplanes can travel around the world. This helps you to understand that the world is round.

You will like to do this experiment about the earth. Make a round ball from clay. Mix wallpaper paste with water until it is like cream. Tear paper towels into small pieces, dip them into the paste, and place the pieces on the clay ball until it is covered all over at least six times. Be sure you pat down the pieces until they are smooth. After the ball is dry have a grownup help you cut it in half exactly through the middle. Take out the clay. Place a small round stick, a trifle

longer than the ball is high, in the center between the halves. Place more pasted pieces over the crack until the ball is all one piece again. When dry, turn the ball to loosen it from the stick. This stick is the earth's axis. Place rubber bands on the axis above and below the ball so it cannot slip off. Paint the ball like a globe.

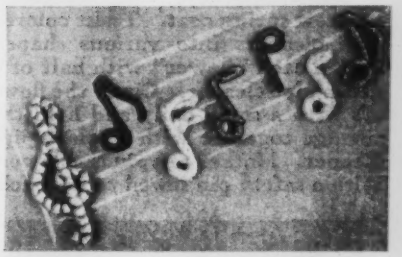
Turn the ball from west to east. That is the way the earth turns on its axis every twenty-four hours. Every part of the earth is turned toward the sun some of that time. When a part of the earth is turned toward the sun it is daylight in that spot. When it is turned away from the sun, that part of the earth has night.

You can easily prove this. Have someone hold a flashlight which you will pretend is the sun. As it shines on the earth, turn the earth on its axis. Notice how first one part of the earth is light and then a second part becomes light as the first part grows dimmer.

Now do you understand how we have night and day?

A MUSIC INVITATION

Isabel Willover



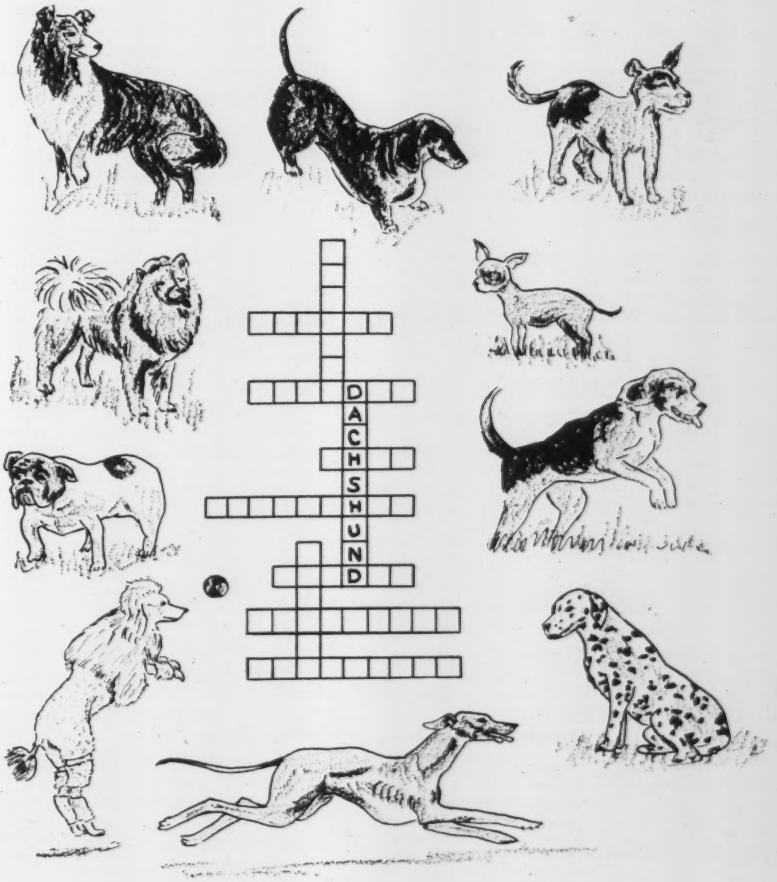
You can make invitations for your school music program. Fold a piece of construction paper 6″ x 9″ in half crosswise. Make a clef sign from a striped pipe cleaner. Then form notes from colored pipe cleaners, a half cleaner to a note.

With a brush and white or black paint draw the five lines of the staff. Glue the notes and clef in place. Print the date, time, and so on, inside the folder.

Dog Crossword Puzzle

Louise Jones

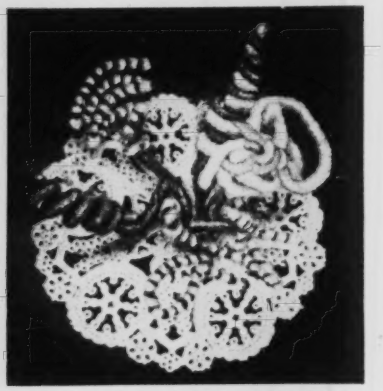
Below are pictures of ten different breeds of dogs. Can you name each dog and then fit its name into the crossword puzzle? Look carefully at the dog at the upper right. He may surprise you.



CORSAGE FOR MOTHER

Helen Porter

Mother will enjoy this corsage for her new spring coat. Twist colored pipe cleaners into various shapes. Fasten each "flower" with half of a green pipe cleaner. Circle the flowers with a small doily and hold the corsage together with a white pipe cleaner. Mother can pin the flowers with a safety pin sewed to the back.



MAGIC LINES

Marguerite Lodge

Above are nine dots. Can you draw four straight lines that will touch each of these dots only once, without lifting your pencil from the paper?

WHO ARE THE CUSTOMERS?

Alpha M. Pierson

If Mother Goose ran a lunch counter and some customers ordered the following foods, whom would Mother Goose be serving?

1. White bread and butter
2. Curds and whey
3. Lean meat
4. Tarts
5. Strawberries
6. A bone
7. Bread and honey
8. Pie

Time to Smile

Joe: Did you hear about the fight on the train?
Mark: No, what happened?
Joe: The conductor punched a ticket.

Teacher: We will have only a half day of school this morning.
Class: Hurrah!
Teacher: We'll have the other half this afternoon.

Uncle Bill: You seem to be very fond of your dog.
Albert: I am. He just chewed up the slippers Dad spanks me with.

Janet: Can you explain a geyser?
Alice: Sure, it's like a waterfall, only it goes up.

Teacher: Where is Nebraska?
Bobby: On page ten of my geography book.

Notes from *Aunt Grace*

Dear Girls and Boys,

Now I can untie the string around my finger because I'm going to tell you about the May Day program that Agnes and I attended. The girls and boys in costumes had a great deal of fun dancing around the Maypole.

Then we went to a May Day party. We had pretty paper hats. Agnes' was pink and blue, with pink and blue streamers. I tied it on for her with a ribbon.

There was punch to drink and cupcakes to eat. Agnes had milk instead of punch. She asked for a cupcake to take to Susie, a little girl who lives near us.

Susie has been ill for over a week. She is feeling better but cannot go outdoors for a few more days.

After the party, we walked downtown. Agnes was still wearing her hat. You should have seen the people stop to look at her. It seemed as though we halted more traffic than the stop light did.

Yes, Agnes still has her hat. I imagine it will go in her scrapbook with the rest of her souvenirs and letters.

Our bunny is doing fine. Agnes and Mr. "X" are real friends and they like to play together. Their favorite game is hide-and-seek. We will tell you next month what we have named Mr. "X."

Affectionately,

Aunt Grace

Dear Aunt Grace,

We have written a poem in our room. I am sending it to you to see if you like it. Our music teacher is setting it to music.

Robert Gomez, Jr., *Texas*

Thank you for the poem, Bob. We are sorry that we didn't have room to print it here so everyone could enjoy it with us. Nancy Figard of Pennsylvania also remembered us with a poem on arithmetic. Good poets seem to be blooming everywhere.

We welcome, but cannot acknowledge, contributions for this department. Two dollars or more is paid for each item used except riddles and jokes, for which one dollar each is paid. Manuscripts (except seasonal) not heard from in six months should be considered rejected. Those with stamped envelopes will be returned. Address: Girls and Boys, *The Instructor*, Dansville, N.Y.

ANSWERS TO QUIZZES

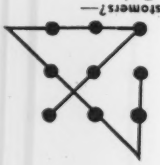
What Am I?—American

Newspaper Headlines—
1. Cinderella
2. Goldilocks and the Three Bears
3. Hansel and Gretel

Missing Letters Puzzle—Lindbergh

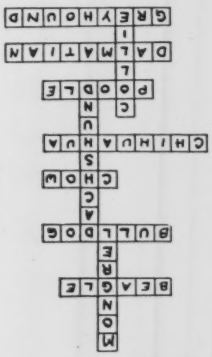
Put a Letter In Front—
1. flap
2. done
3. cart
4. bend
5. trap
6. shop

Magic Lines—



Who Are the Customers?—
1. Little Tommy Tucker
2. Little Miss Muffet
3. Jack Spratt
4. King, Queen, or Knave of Hearts
5. Curly Locks
6. Mother Hubbard's dog
7. The Queen
8. The King, or Little Jack Horner

Dog Crossword Puzzle—



Jumbled States—
1. Maine 4. Oregon 7. Florida 10. Vermont
2. Idaho 5. Wyoming 8. Ohio
3. Kansas 6. Texas 9. Utah

The Riddle Box—mitten, a broken drum, a rug because you have to pick it up and shake it so often, carpet, "Are you asleep?"

SLOW-LEARNING CHILDREN NEED

Graphic Material for Mathematics

The manipulative teaching devices that are illustrated and described on this page were devised, made, and used by several of our teachers-in-training at Brooklyn College.

BRENDA LANSDOWN

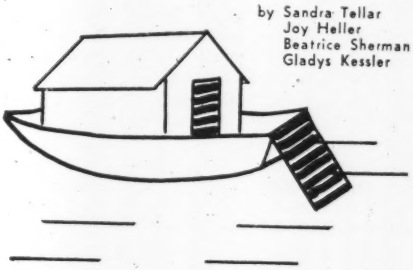
Department of Education, Brooklyn College, Brooklyn, New York

THE trend to give children manipulative material to help them build a better foundation in mathematics is growing. While there is a variety of good commercial products available, sometimes the most valuable apparatus, from the pedagogical point of view, is homemade, or, as I would like to suggest, classroom-made. A fourth-grader who makes some form of an abacus for a second-grader is apt to strengthen his own concept of the decimal system.

Our suggestions are easily constructed, imaginative in conception, and sound mathematically. We are pleased to share them with other teachers.

CONCEPT OF PAIRS

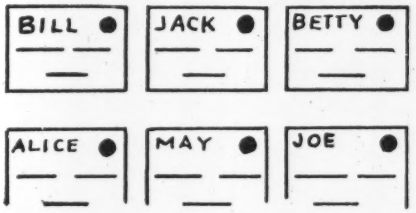
by Sandra Tellar
Joy Heller
Beatrice Sherman
Gladys Kessler



A PICTURE of Noah's ark always appeals to children. Use it with a double row of slots leading to the door of the ark. Animals from duplicate magazines are pasted onto cards, and cut out with a tab left for the slot. The animals can then enter the ark two by two and be counted.

MULTIPLICATION BY 2's and 3's

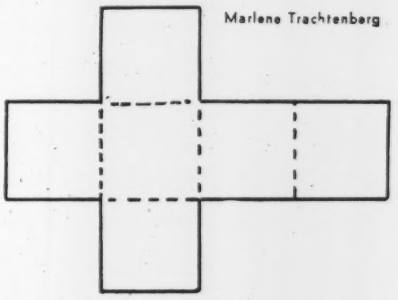
by Ruth Forman
Rosalie Dukoff
Reina Chaimowitz



A LARGE piece of cardboard has a diagram of each child's desk, personalized with his name. In the space on each desk are two or three slots. Each child can crayon and cut out symbols for whatever is being considered: cents, lollipops, trees, and so on. These can be stuck into the appropriate slots in order to have a picture of the total items for the row or classroom.

KINESTHETIC APPRECIATION OF A ONE-INCH CUBE

Marlene Trachtenberg



THE materials needed to make a cube include graph paper pasted onto oak tag, cellulose tape, and scissors. If every child makes a one-inch cube, the number required to fill a cigar box can be estimated and then checked (introduction to cubic measure).

The younger children can make the cubes and paint dots on the sides. In this way they will discover the number of surfaces on a cube. After the painting is done, the children can play a game of "addition" by matching surfaces having the same number of dots.

FRACTIONS

Anita Garofalo

THE classroom pocket chart can be used for this music device, or a strip of oak tag can have slits cut in it. The numbers and notes are made in quantity with tabs of a size to fit securely into the pockets or slits.

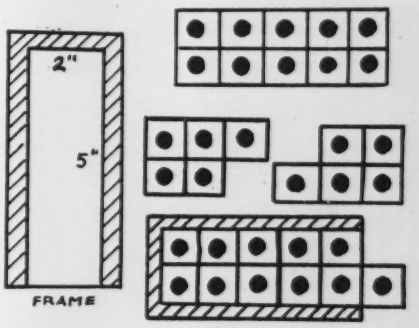
This device is used best with children who have a working knowledge of music, enough for sight reading and playing a simple instrument. Place a measure signature by the staff and then a combination of quarter, eighth, and half notes, and rest symbols, but not enough to complete the measure. The child has to choose notes to fill out the measure.

It is not necessary to pay any attention to the melody for this exercise, but some children respond to the rhythm by moving their bodies. The different ways to fill out one measure constitute an excellent exercise in fraction combinations. With children who know music this is a solid, thorough, and attractive way to discover fractions in mathematics. All children will gain some benefit from this approach to mathematics through music.

THIS domino frame is made of heavy cardboard. The inside measurement is two inches by five inches. The frame has cardboard pasted around to form a raised edge on three sides. The domino portions then slip into the frame and fit. The basic domino is ten—two rows of five dots. These are cut into sections: 5+5, 6+4, 7+3, and so on. When the parts are fitted together, it is easy to see the relation of the sum to ten. For example, when five is added to six, one dot shows outside the frame, making it clear that the sum is *one more than ten.*

The symbol for the number of dots on each piece is written on the back of the domino

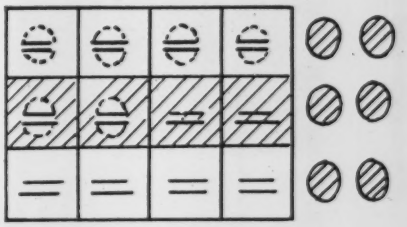
ADDITION AND SUBTRACTION



portions. Addition and subtraction through the teen numbers can be worked, with much discovery and training in number relations, through the use of the domino frame. Subtraction can be worked by covering one piece with another.

DIVISION

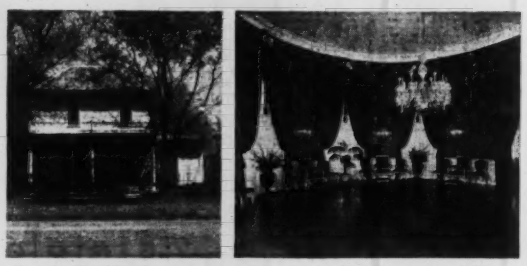
Gloria Herman



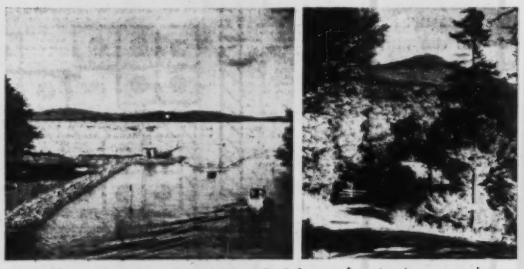
THE "egg box" has slits for twelve eggs, which are cut from heavy construction paper. The places for the rows of eggs can be painted in bands of different colors showing that twelve eggs can be placed in three groups of four. The eggs are also painted in six different colors, but they are painted on one side only, so that either colored eggs or white eggs may be used in a series of mathematical combinations.

Pages from THE INSTRUCTOR Travel Scrapbook--

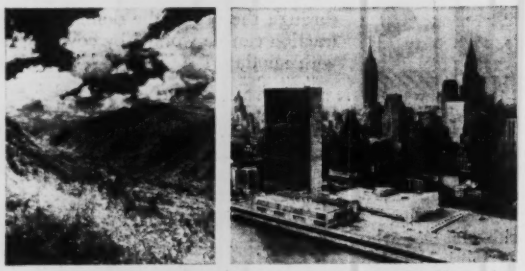
This rugged mountain, in Canada's Banff National Park, was named for Eisenhower the General.



Dwight D. Eisenhower grew up in a modest home in Abilene, Kansas. Now, he receives guests in the White House Blue Room.



New Hampshire is a state of lovely lakes and majestic mountains—shown are Lake Winnipesaukee and Mount Liberty.



Scenic contrast in vacation objectives—Great Smoky Mountains National Park and the U.N. Buildings in New York City.

Indians roamed these regions—the lakes of Maine, and the North Carolina mountains where a Cherokee drama is given outdoors.

Four See the West

MAYBELLE I. KEEFE

Teacher, Grades 7-8, Roosevelt School, New Bedford, Mass.

THE last suitcase was stowed away, the trunk of the car was closed, the speedometer was set, and four of us were on the highway. It seemed no time before we had left the Connecticut and New York Parkways, and had crossed the George Washington Bridge into New Jersey. Very soon we entered the Pennsylvania Turnpike—the 327-mile superhighway which has neither a stop light nor a crossroad. This took us to the rolling farm lands of Ohio. In Illinois we visited New Salem State Park, a re-creation of the hamlet where Abraham Lincoln first left his imprint on the pages of history. Here more than twenty houses and shops have been authentically rebuilt and refurnished.

We could not drive through Hannibal, Missouri, without a stop at the early home of Mark Twain. The fence which figured in the famous whitewashing episode of *The Adventures of Tom Sawyer* is still there. In Kansas we were stunned to see the destruction wrought by the floods.

A much brighter picture greeted us when we reached "Colorful Colorado." On a circle tour of the region surrounding Colorado Springs, we visited Williams Canyon, the Cave of the Winds, and the Garden of the Gods. On the Broadmoor-Cheyenne Mountain Highway, at an elevation of eight thousand feet, we came to the Shrine of the Sun, a memorial to Will Rogers. Wide green valleys, rock-ribbed gulches, and pine-clad slopes journeyed with us from Colorado Springs to Denver. From this "Mile High City" we beheld the vast expanse of plains to the east and the snow-crested peaks of the Rockies to the west.

Temple Square in the heart of Salt Lake City was attractive. Bordering it one finds the many-spired Mormon Temple, which required forty years of pioneer labor to build; the domed Tabernacle, *(Continued on page 73)*

PHOTOS: Canadian Government Travel Bureau; Kansas Industrial & Development Commn.; Greater National Capital Comm., from National Park Service, by Abbie Rowe; two on New Hampshire by Eric M. Sanford and E. B. Conant; North Carolina News Bureau; New York Convention & Visitors Bureau; Maine Development Commn.; North Carolina News Bureau; Missouri Resources Division, by Massie.

Southern Profile

W. LYNDON HESS

Teacher of English, Milton Hershey School, Hershey, Pa.

I HAD come to the South knowing it for what it is, a land of contrasts and contradictions, clinging tenaciously to its yesterdays while feverously anticipating its tomorrows. Yet now, for some inexplicable reason, I was seeing it as though for the first time. Could it have been that this particular portion of America, like many other areas of our vast country, was never meant to be comprehended at first glance? Only, perhaps, after repeated sojourns among its places and people can one truly say of any locality, "This is mine—a part of my heritage." . . .

Natchez, Mississippi, with a population of approximately 16,000, dwells serenely by "the great water," basking in the glories of a noble past, yet not indifferent to a prosperous present.

Once a center of ante-bellum wealth and culture, Natchez comes closer to the tourist's idea of the "Old South" than most towns, chiefly because of its considerable vestiges of former grandeur. Time has been kind, and the result may be seen in stately mansions and shaded gardens that retain an elusive flavor of gracious living. Descendants of the original owners, or latecomers with an appreciation of beauty, live in these houses and love them. They are not mere museums.

Despite its checkered history—Indians gave the town its name, and over *(Continued on page 72)*

At Hannibal, Mo., on the Mississippi, Mark Twain's early home town, two boys re-create his "Tom" and "Huck."

1952 Contest Winners

The Utah-Arizona Parks

MARY S. AIKENS

Teacher, Grades 4-5, South Union School, Cordaville, Mass.

IN AUGUST my husband and I spent five unforgettable days in Zion, Bryce Canyon, and Grand Canyon National Parks. To see and understand something of these remarkable places one needs much more than a few days, but despite the shortness of our visit we have vivid recollections of the time spent in this region. A Union Pacific train from Salt Lake City landed us at Cedar City, and there we boarded a bus of the Utah Parks Company for the tour.

Of the three canyons that we visited, the Grand Canyon is the best known—the most outstanding example of erosion in this part of the world. I look back on the brilliancy of Zion, its nearly vertical massive walls, and the picture to me is one of calmness and serenity. The very names of its cliffs—Angels Landing, West Temple, and The Great White Throne—confirm this impression. Bryce is the canyon of both brilliant and pastel colors, and its outstanding feature is the array of innumerable sculptured figures, carved by Nature through countless ages.

I had a feeling of impatience as we approached the Grand Canyon, which is just across the line in Arizona. I had seen many pictures of it, had read much about it, but had never been able to understand how a river could make such a channel by itself. Happily, before we left this remarkable place, the ranger-naturalists had answered all my questions. I had had many erroneous ideas. I had supposed I could look down almost anywhere on the rim and see the Colorado far below. Actually, on the North *(Continued on page 72)*

My Native New England

PAULINE CHADWELL

Teacher, Grade 3, Center School, Lynnfield Center, Mass.

AS I drove along the New Hampshire road, curving its peaceful way through the heart of the White Mountains, I felt a growing sense of pleasure and contentment settling warmly within me.

After a previous summer of eight exciting weeks in Europe, I was doing what I should have done long ago. I was spending four weeks exploring my own native New England.

I had traveled through all parts of the United States, Canada, and Mexico; but I had never gained a full appreciation of its beauty.

When I reached the spot where I could look up at the "Great Stone Face," immortalized by New England's Nathaniel Hawthorne, I got out of the car, and joined hundreds of tourists from all parts of the country in marveling at the wonder of Nature portrayed by the "Old Man of the Mountain." *(Continued on page 75)*

Washington's Birthplace

ROBERT S. MITCHELL

Teacher, Grade 6, Perkins School, Sandusky, Ohio

FOR a number of years Hester and I had promised ourselves a visit to the scenes of colonial Virginia south of Mount Vernon—to Washington's Birthplace, to Yorktown, Williamsburg, Jamestown, and Monticello. Last summer we had five glorious days of exploration.

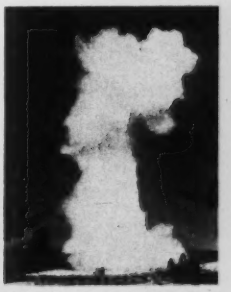
The George Washington Birthplace National Monument, "Wakefield," thirty-eight miles east of Fredericksburg, is not a restoration but a Virginia plantation house of eighteenth-century design, erected on a foundation *believed* to be that of the original house which was destroyed by fire. We were told there is no reliable information concerning the appearance of the original house. So too, though the furniture is of the time of Washington's parents, only the tilt-top table is actually from the birthplace home.

This bit of information set us to thinking how soon precious possessions associated with great men may be irretrievably lost unless someone is concerned and takes the trouble to preserve them; also, how much we owe to the good people who take this trouble. *(Continued on page 72)*

PHOTOS: All-Year Club of Southern California; Oregon State Highway Comm.; Union Pacific R.R. (Yellowstone, Grand Canyon, Zion); Virginia State Chamber of Commerce, by Flournoy; Californians, Inc.; Washington State Advertising Comm.; Pilgrimage Garden Club, Natchez; Great Northern Railway.

Boys of nautical Newport Harbor in Southern California learn to sail early.

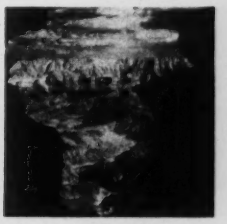
Indians fish at Celilo Falls, Oregon, on the Columbia, by perpetual right.



Yellowstone Park has many famous sights, but none equals "Old Faithful."

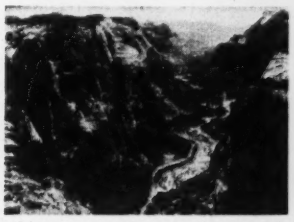
George Washington's Birthplace in Virginia is a National Monument.

Golden Gate Bridge, San Francisco, has a center span of 4,200 feet.



Across the Grand Canyon—view from North Rim.

A glacier high on Mount Rainier, Washington.



Zion Canyon in Utah has almost perpendicular tinted stone walls.

"Arlington" is one of the many fine old homes in Natchez, Mississippi.

Largest hotel in Glacier National Park, Montana, is "Many Glacier."

Pages from THE INSTRUCTOR Travel Scrapbook--

Lookout Mountain, Chattanooga, Tenn., was the scene of the famous "Battle above the Clouds."

Following Pioneer Trails

NELLIE McGUINN

Teacher of English, Grades 6-8, Lowell School, Kansas City, Kans.

BECAUSE my own people, in the spring of 1870, set out along a Western trail, I was interested in seeing what changes eighty-two years had made. Almost every Kansas city of today was then a village with mud streets, for few are over eighty years old. Only one or two generations separate native-born Kansans from the time when the prairie grass grew rank, and when the railroads were sending their slender tracks across the miles. Where today a ribbon of white pushes its way into the far distance, once a rutted trail led across seemingly boundless spaces.

Lawrence lies forty miles from Kansas City. Long before we reached there, we could see the buildings of the state university on Mount Oread, high above the surrounding countryside. They stand as a memorial to those pioneers whose antislavery sympathies brought them to Kansas in the early fifties. Today Lawrence is a lovely town of beautiful old homes and churches, but in old Oak Grove Cemetery lie the bodies of 150 persons killed in the raids by Quantrell and his band of border ruffians.

From a distance as we approached Topeka, we could see the dome of the Capitol, similar to that of the National Capitol in Washington. This city is the Topeka of the "Atchison, Topeka, and Santa Fe," whose railroad fame has been widened by a popular song. From here the Santa Fe, built in the seventies, *(Continued on page 75)*

Long Ago in New Mexico

HAZEL A. MAKIN

Teacher, Grades 1-8, District No. 42 School, Apache, Ariz.

IN FRIJOLES CANYON we found remains of ancient dwellings which are among the oldest in the Southwest. This canyon was occupied as early as A.D. 1500 by the Pueblo Indians. It was popular with them, because the water supply was favorable and fairly constant. Then came drought years, so the Indians moved twenty miles down the river.

I was filled with awe as I stood before the cliff-dwelling ruins at the base of the northern wall of the canyon. They extend along the mountainside for two to three miles. These houses of masonry were irregularly terraced, from one to three stories in height, with many cave rooms gouged out of the solid cliff.

We climbed up hundreds of steps and went up ladders to get inside a few of the cliff dwellings. Inside, the pueblos are just as they were when the Indians left them some three hundred years ago. The caves are blackened above by the original smoke of the Indian open ovens. Cordage of yucca leaves is still fastened to rings in the floor; to these they tied wool to weave blankets and shawls.

In front of the cliff caves is the ruined pueblo of Tyonyi on the floor of Frijoles Canyon. It is a large structure of nearly circular plan with three kivas in an enclosed plaza.

The kiva or estufa is a circular underground chamber from ten to forty-odd feet in diameter, roofed with large vigas or timbers and covered with saplings and earth. Entrance is gained through a hatch in the roof, by means of a long ladder. An altar, fireplace, and *(Continued on page 72)*

PHOTOS: Chattanoogans, Inc.; Audrey A. White (Inside Passage); Canadian Government Travel Bureau; Elva Dittman (Vancouver); Hazel A. Makin (Frijoles); Marion C. Clark (Minnesota); Oregon State Highway Comm.; Dept. of Highways, Nova Scotia; Grace Linse (New York); Canadian National Rys. (Athabaska); Marion M. Reed (Hawaii).

An Alaska bound ship on the Inside Passage route.

In Banff National Park, Canada, skiers soar in the chair lift.

The naval captain whose name Vancouver bears.

Cliff dwellings in Frijoles Canyon, New Mexico.

Take your choice—camping on a Minnesota lake in Superior National Forest during a canoe trip, or boating on an Oregon lake in sight of Mount Hood.

Scene of perfect peace—Indian Harbor, on Nova Scotia's south shore.

In Greenwich Village, New York, an artist offers a sidewalk exhibit.

Athabaska Glacier is a feature of Canada's Jasper National Park.

Hawaiian volcano in action—fire pit of Kilauea.

1952 Contest Winners

Missouri Visit

FRANCES T. DOBESKE

Teacher, Grade 4, Garfield School, Michigan City, Ind.

IT WAS raining gently on the morning we left the southern shores of Lake Michigan, and the lush beauty of Indiana and Illinois farm lands was enhanced by the vivid green corn and soya fields.

We bowed in reverence as we passed Abe Lincoln's home and his tomb in Springfield. Tasseling corn gave way to coal and oil fields, then we crossed the Mississippi into Louisiana, Missouri. This is very near the Mark Twain Country. A short scenic drive close to the river brought us to Hannibal, the author's boyhood home, and later to Florida, his birthplace. We began to feel like Tom and Becky!

Missouri is a friendly state. In Jefferson City, we stayed at the beautiful Hotel Governor, overlooking the Capitol and the "Big Muddy"—Missouri River. Fine highways led to the lovely Lake of the Ozarks region.

The rugged Ozark Mountains were seen through pleasant valley gaps and from top-of-hill perches. After we had had a delightful speedboat trip at Bagnell Dam, an old man taught us the meaning of Ozark. He said the word came from the French and was originally "Aux arcs" (with bows)—used to describe early Indian inhabitants.

Lunchtime near Springfield, more Ozarkian land, introduced us to the state's famous milk and cottage cheese.

The gold dome of Colorado's Capitol overlooks the Civic Center, Denver.

In the Big City

GRACE LINSE

Teacher, Grade 6, Public School, Ronan, Mont.

JUNE first found me near the end of a transcontinental trip, approaching New York alongside the Hudson. Grand Central Station, where more than six hundred trains arrive and depart daily, provided my first glimpse of this fabulous city.

My daughter, employed in New York after receiving her M.A. from Columbia, had a pleasant apartment with a beautiful view of the Hudson and the Jersey shore.

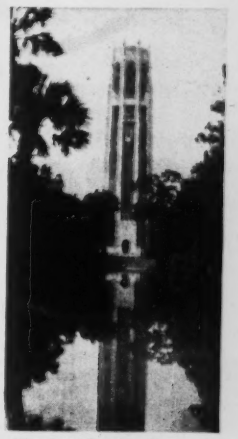
My first days in New York were spent in enjoying the stimulating atmosphere of this "Bagdad on the Subway"—the streets, whose crowds represented all races and creeds; Times Square; Radio City; quaint but expensive shops in Greenwich Village; French, Italian, and Spanish restaurants; the bookstores and the fashion shops. I allotted several days to the Metropolitan and Frick museums.

The Cloisters in Fort Tryon Park house a priceless collection of medieval art. Into the building itself, arches, columns, and windows from European monasteries and abbeys have been incorporated. It is a branch of the Metropolitan, maintained by a fund provided by John D. Rockefeller. An air of peace and tranquillity from another age made it easy to picture pious monks, deep in meditation, walking in the lovely gardens, or along the arched passageways. . . .

I devoted three afternoons to the U.N., and was fortunate to be admitted to the Security Council when germ warfare was being discussed. Sir Gladwyn Jebb impressed me as one of the ablest men in the Council. Since these visits, news concerning the U.N. has taken on increased significance. I made several purchases at the booth where literature relative to the organization is sold, and I hope to make my pupils familiar with its organization and aware of its potential strength in promoting world co-operation.

PHOTOS: Denver Convention & Visitors Bureau; Vernie O'Neil Coffey (Singing Tower); Canadian National Railways; Hawaii Visitors Bureau; Denver Convention and Visitors Bureau; Missouri Resources Division, by Massie; United Air Lines (California Coast); Audrey A. White (Skagway); Union Pacific R.R. (Bryce Canyon); New England Council.

The pages from our "Travel Scrapbook" include excerpts from only a few of the many varied and interesting prize-winning manuscripts received in the annual Travel Contest of THE INSTRUCTOR. Others will be found on later pages of this issue, and you can count on more next month. Some of the pictures illustrate scenes described in the continued matter and in later excerpts. Details of the 1953 TRAVEL CONTEST are on page 72, and "Your Next Trip" on page 87.



The Bok Singing Tower is at Lake Wales, Fla.

Fringing two oceans—fishermen's haven at Little Fox River, Gaspé Peninsula, Quebec, and Hawaii, where festivals merge racial strains.

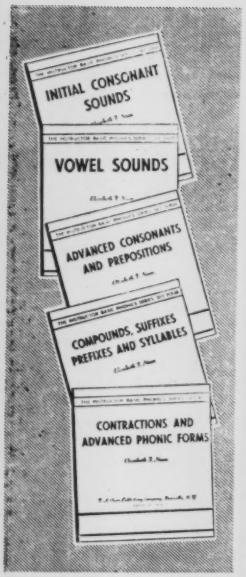
Scenery bold and gentle—Lone Eagle Mountain in Colorado's Rockies and Linden Lure on Finley Creek, near Ozark, Mo.

Bordering the Pacific—rugged California coast line, and Skagway, Alaska, where one finds reminders of the 1898 Gold Rush.

Pink rocks in the West, white sails in the East—Bryce Canyon National Park, Utah, and Race Week Regatta, Marblehead, Mass.

They're NEW and made for you!

The Instructor BASIC PHONICS SERIES



Here is an outstanding new series of teaching tools that will be of genuine assistance in creating a basic foundation in Language Arts. The sets—five in all—have been planned in accordance with the newer state curriculums. They have been tested with the major basic reading systems so as to supplement reading development programs. Although each of the five sets may be used independently, together they form a complete phonics program.

Each set consists of a sturdy folder that can be opened out in four parts to stand in the chalk trough or on an easel. It contains 16 charts and 16 cards, each printed on both sides. The charts are used for actual phonic drill while the cards vary in function, depending on the set. Each chart is carefully identified and each card is numbered to show to which chart it refers. The sequence of the phonics charts is the same as that of the reading systems. The Teacher's Directions suggest many uses for the charts and cards, and include a complete testing program.

Set I. Initial Consonant Sounds - for Grade I

This set introduces all the initial consonant problems found in modern preprimers, primers, and first readers. Sixteen nouns and sixteen verbs demonstrate the sounds. Fifteen single sounds and fifteen blends are used. In this set the cards are used as part of the lesson by the reading group. The teacher places four charts in the folder and asks the child holding the correct word to match the card to the chart. Additional uses are suggested in the Teacher's Directions.

Set II. Vowel Sounds - for Grades I and II

The 32 charts in this set include all the vowel-sound problems the child meets in elementary-school reading. The long and short single-vowel sounds come first, followed by vowel sounds affected by silent letters, long and short oo, rules for y, and the diphthongs. In keeping with modern reading practice, diacritical marks are used in the key words, but not in the words listed for drill. In this set the charts are utilized for drill and the cards are used as flash cards following the lesson.

Set III. Advanced Consonants and Prepositions - for Grades II and III

The first sixteen charts in Set III complete the problems on consonants. Two-letter and three-letter blends are introduced both as initial and as final sounds. All blends included in todays's reading texts of the first six grades are included in this series. The small cards are used as flash cards for additional drill and testing.

The last sixteen charts have been allotted to prepositions because tests show that children need drill on prepositions if they are to read with accuracy without sacrificing speed. The sixteen most common prepositions were selected. The procedure for using the charts and cards is the same as in Set I.

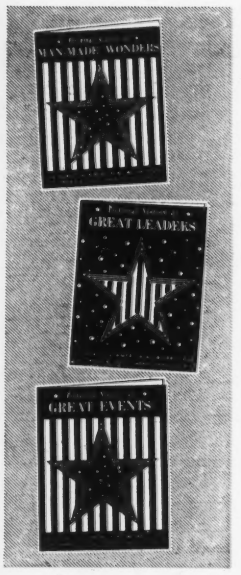
Set IV. Compounds, Suffixes, Prefixes & Syllables - for Grades II & III

These charts take up four related problems. The eight compound charts automatically test the child as he uses them. The eight syllable charts drill on all the endings and give simple rules for adding them to basic words. The eight prefix charts have been placed after those on suffixes, since the prefix is considered the more difficult. Changes in meaning, as well as rules for applying both the suffixes and the prefixes, are given. The eight syllable charts attack all the syllable problems included in primary reading. The thirty-two cards provide flash-card drill and are used with the testing program.

Set V. Contractions and Advanced Phonic Forms - For Grade III

Both the contracted and non-contracted forms are included on the sixteen contraction charts. The sixteen contracted words with highest frequency in the basic reading systems are included. The sixteen charts on advanced phonic forms serve as liaison material for the teacher who is expanding her reading program into the language-arts field. Simple problems of tense, number, synonyms, antonyms, homonyms, accents, possessives, comparatives, and rhyming are included. All the cards of this set may be used for flash-card drill.

Each Set **$2.00**



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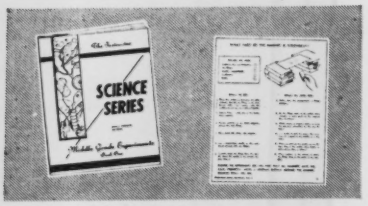

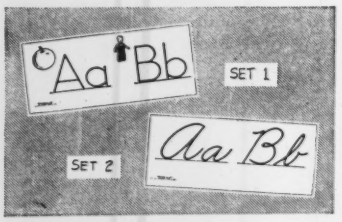

The Instructor

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FOR MOTHER'S DESK

Helen Hites

THIS combination paperweight and letter holder is a nice gift for Mother to use on her desk. Fit a clothespin head down in a heavy washer or nut. Cut a square of aluminum foil and put it under the washer. Bring the foil up around the clothespin and flute the edges. The clothespin can be painted a gay color.

NO MIX-UP HERE

Velma V. Spearman

WHEN a child asks me to keep some item, I write his name on a piece of paper, and beside his name a description of the item. In this way there is no danger of giving the wrong item to any child. As each child receives his item his name is marked off or he signs his name. I have had pupils forget that they had taken their items, but I had the record to show that they had.

FRACTION TWINS

Valleda Jane Reel

IDENTICAL twins in my class proved a boon and an inspiration in teaching reduction of fractions. We had cut circles, apples, oranges, and pies of *all* flavors. I tried to explain that 4/8 and ½ are identical. Then one day I asked the twins to stand in front of the room. Although they were perplexingly alike, we were able to distinguish a few differences. I then drew two circles on the blackboard, cut one into eighths, colored it, and called it "Ann"; the other was cut into halves, colored, and labeled "Jan." The children immediately understood, and we began drawing other "twins." It was so much fun that we decided our assignment would be to make "Fraction Twins." Eight fractions were put on the blackboard, which the children were to reduce and express graphically.

I found, when the class wished to repeat this assignment, that it was less time-consuming if I prepared in advance duplicated copies of sixteen circles.

When shaded or colored, this project proved extremely attractive, and the results were most gratifying.

AFTER A CONCERT

Mildred M. Listernick

THE first-graders attended a concert. They were delighted not only with the music, but with the instruments they saw. When they returned from the concert, each child drew his interpretation of it and wrote a story to go with his picture. If a child did not know how to spell a word he would come to my desk and I would write the word on a slip of paper for him to take to his seat. The concert provided a real experience for a language-arts topic. The children worked with enthusiasm. They felt very grown up to think that they could write stories about the trumpet and other instruments they had seen at the concert.

OUR FLANNEL BOARD

Caroline McDannel

WE HAVE our flannel board in our library corner and the second-graders may use it when they have their work finished. We cut out pictures—people, animals, machinery, and so on—from old magazines and glue a small piece of flannel on the back. The children like to place the pictures on the flannel board in making up stories or representing scenes from stories they read. It is amazing what stories these second-graders make up with the use of these pictures. Many times they make up stories about characters from their reading text. We let each child have time to tell the class about his story.

OUR MAGIC KEYS

Isabel R. Crotty

THE reading of the story and the showing of a filmstrip about Cinderella led my first-graders to a discussion of magic. As a result of this discussion our Magic Key device arose.

Each child drew a picture to show "how my magic key looks to me," and then cut out his key.

Before the children leave the classroom for the auditorium or the library they "lock their lips" with their magic keys. Each time a different pupil stands at the door of the classroom, holding a gaily covered box, and as the pupils pass by they drop their keys into the box.

Upon their return to the room, the keys are given back to the children and they "unlock their lips." They never seem to tire of using their magic keys. This device really solved a problem.

STA-C, A GEOGRAPHY GAME

Eula Cleary and Margaret O'Grady

HERE is a social-studies game based on the states of the United States.

The deck contains fifty-two cards representing the capital and three principal cities in each of thirteen states. Every player receives four circles, each marked with one of the letters STA-C, meaning *states* and *cities*. The object of the game is to make a book of four cities located in the same state.

The cards are dealt, one at a time, until each player has four cards. From the remaining deck the dealer passes the top card to the first player on his left. If this card is helpful, he keeps it. He must pass either this card or one from his hand to player No. 2. (Each player holds only four cards at a time.)

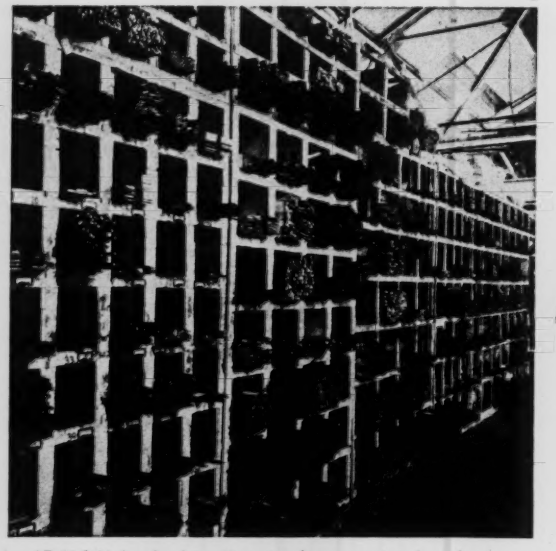
As soon as player No. 1 passes a card to the left, he receives the next card from the dealer. (The cards should be passed quickly.) When the dealer receives his card from the player on his right, his discard is placed on the bottom of the deck.

The first player to hold four cities located in the same state is the winner of the first deal. He places the circle marked *S* in front him, and the cards are shuffled and redealt. On his second win he places the *T* next to it.

The first player to form STA-C with his circles is the winner.

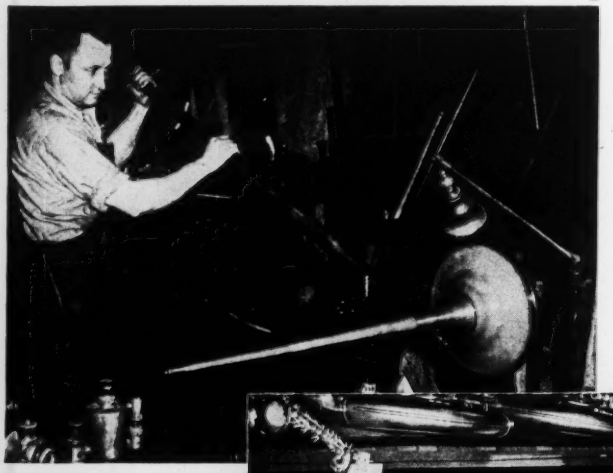
Before You Make Music, Skilled

1



IF YOU looked in the stockroom at a band instrument factory it would be hard to guess that musical instruments were even made there. The stockroom attendant knows where each round, square, flat, or hollow piece of metal is and how much is available for use.

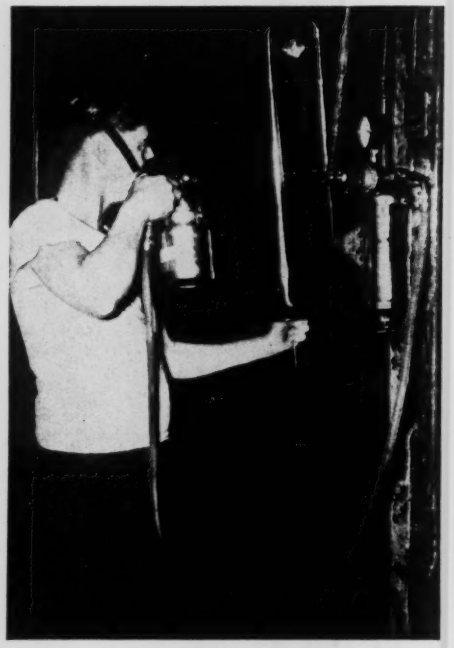
2



3

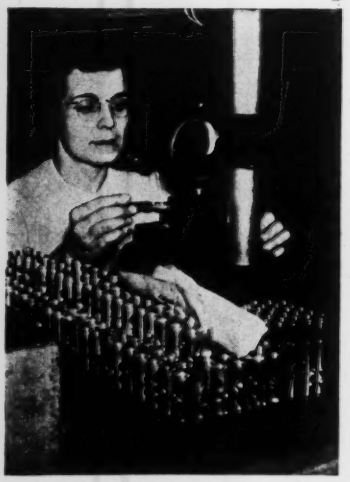
THE flared funnel out of which the sound comes is called the "bell." The skilled craftsman above is shaping or "spinning the bell" from a metal disk. The men at the right are busily burnishing, or shining, sousaphone bells. The designs on the outside of the bell in the foreground were engraved by hand.

4



THIS man is wearing a mask so that he will not breathe the fumes and spray of the lacquer which he is carefully applying. Can you tell what kind of band instrument he is spraying? Its name has a "bone" in it.

5



WHAT a discord there might be if the bass-horn pistons were not accurate! They cannot be even half the diameter of a human hair larger or smaller than the required size.

SECTIONS of the trumpet in this picture have already been assembled elsewhere. Here a trumpet mounter brings it near completion.

6

Craftsmen Make Instruments

The Story Behind Things We See Every Day

7

DRUMHEADS are made from carefully selected animal skins. The skins are stretched taut on blocks of wood, tacked down, and allowed to dry. Then patterns, like the one shown, are laid on the skins and the drumheads cut out.

8

AFTER the drumheads are cut out, they must be shaved to the right thickness. When you tap a drum, the skin vibrates, making the sound. The shell increases the sound according to the size of the drum.

Photos for these pages were provided by courtesy of Pan-American Band Instruments, Division of C. G. Conn Ltd., Elkhart, Indiana.

9

THIS man is completing a clarinet. The clarinet is the leading instrument in the school band, just as the violin is the leader in the orchestra. There are many types of clarinets. Ask your music teacher to explain the differences to you. The clarinets belong to the woodwind section.

FINAL inspection includes actual testing of all musical instruments. The black box is an electronic machine which measures tone qualities. The sound of the clarinet is instantly recorded on the dials so the tester can see if it is in tune.

10

11

WHEN you learn to play an instrument in elementary school you have a good chance of being selected for the junior high school band.

Day by Day for May

1. Child Health is a good subject for an informal program in which the entire class can take part. No costuming is necessary and the lines can be spontaneous. In Scene One, a class can be discussing a program to be worked out for Child Health Day. A "teacher" helps the pupils with background material and suggestions for procedure. Scene Two gives various groups an opportunity to report on phases of child health and to demonstrate games and dances.

4. If you write at once, there is still time to get a copy of the "Letter of Suggestions" to help you in emphasizing the correct theme for Music Week. Send a three-cent stamp with the request to the National and Inter-American Music Week Committee, 315 Fourth Avenue, New York 10. Even if your community or school does not emphasize this special week, you can carry on some simple classroom or inter-class activities.

5. Little children are easily confused when special days follow one another as rapidly as they do this month. Take plenty of time to give clear, simple explanations, to help your small fry keep the various occasions straightened out.

6. In primary classes, the theme for "Be Kind to Animals Week" can be spread out to give a lift to reading, language, art, music, and story-telling. The children will enjoy hunting up poems and stories about pets in supplementary readers and library books, to use for audience reading. Illustrating the poems, stories, and songs will appeal to the boys and girls.

7. Pets that the children know make a good subject for oral-language stories. The care and training of pets will also be of interest. Borrow a modern well-illustrated book about an adventuresome dog, cat, or other pet. Read it aloud and share the pictures with the children.

8. Mother's Day cards will be useful if a bookmark, tiny sachet, or wee purse-size notebook is added to them. You will find the children quite ingenious about incorporating the gift in their creative designs. A sharp knife should be provided in case older boys and girls wish to make slits when attaching the bookmark or notebook to the card.

11. Try to be conscientious about class grouping during your arithmetic activities. If a large class and lack of time prevent daily small-group work in arithmetic, try to include the activity as often as possible during the week.

12. Check carefully to see that every child in the group understands a number process before drill relating to it is used. Frequent repetition will fix wrong concepts held by the child just as quickly as it will the correct ones.

13. A recent publication by the ASCD, called The Three R's in the Elementary School, deserves a place among the professional books read by the teachers in every elementary school. Your principal can secure a copy of the book by writing to Association for Supervision and Curriculum Development, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D.C. The price of the book is $1.50.

14. If you don't already have the "list" habit, it's one worth cultivating. It doesn't take long to make a note of that new idea you mean to try sometime, the subject for a creative-art lesson that flashed through your mind at an odd moment, or the title of a new textbook you wish to find out about.

15. Use the poems, "Roller Skates," by John Farrar, "The Circus" and "Firefly," by Elizabeth Madox Roberts, and "The Merry-Go-Round," by Dorothy Baruch, with your primary classes this month.

18. People Are Important, by Eva Knox Evans, and A Fair World for All, by Dorothy Canfield Fisher, are two books that middle- and upper-graders will find of interest during your observance of World Peace Day. The first book shows how basically alike all people are, while the latter explains the meaning of the Declaration of Human Rights.

19. Try one of these subjects during an art period this month: a Maypole dance, play in the attic, a visit to the zoo, or fun at the circus.

20. To get truly creative work from your pupils, avoid imposing your ideas on them when they are working with art materials. Remember, too, that children are much more interested in the process than they are in the finished product. Perfection of the final result is an adult concept.

21. Have you and the children worked out a simple guide for them to follow when they are giving oral reports to the class on their outside reading? After the name of the book, its author, and the main characters are given, the review will vary according to the type of book. What can be learned from the book (if factual), the style, and a description of an interesting character or incident will no doubt be enough. Telling the plot and divulging other details will spoil the book for other readers.

22. If a circus makes an annual visit to your locality this month, use the theme to enliven both oral-language and creative-art activities. Circus animals make excellent subjects for modeling as well as for painting and drawing.

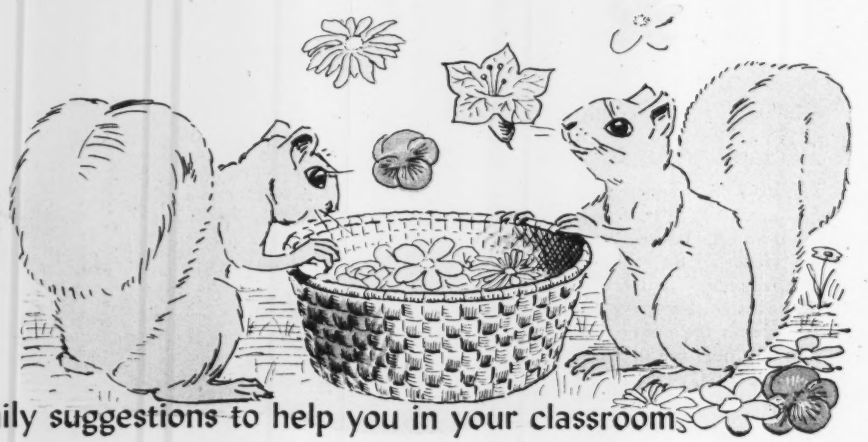
25. Try to add a little variety to your school program to combat the inertia which children feel as the weather gets warmer. A bit of exploration on the work of the forest rangers or the local park department, or a brief study relating to the conservation of trees and wild flowers, or the care of wild-life preserves and bird sanctuaries, might be of interest.

26. With the end of the school year so close at hand, you'll want to be very sure that every parent knows the kind of work being done by his child in your class. Mothers and fathers of pupils who are to move ahead without completing the work of the grade should understand the situation thoroughly. A conference at school is the best place to discuss the matter.

27. When you hear a teacher criticizing the manners of the children in her class, don't you wonder what the teacher's own attitude toward her children is like? If she forgets the little courtesies—interrupts without an apology, neglects to say please, thank you, and excuse me—she is guilty of developing the bad manners which she finds so disturbing.

28. In schools which do not carry on a camping program at the end of the year, an excursion or trip may be substituted so that the class can enjoy a day's outing together. If this is not feasible, substitute a walk in an area where wild things can be seen and studied. Make careful plans before you start the trip and have a period of evaluation after you return.

29. Provide yourself with an exciting or amusing read-aloud book which you and the children can enjoy together during these last few days of the school year.



Esma Hackett offers daily suggestions to help you in your classroom

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Associate Professor of Education, University of California, Los Angeles
AUDIO-VISUAL AIDS

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SOCIAL STUDIES

Laura Bryant
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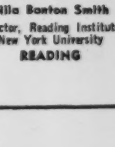

Nila Banton Smith
Director, Reading Institute, New York University
READING

Jessie Todd
Instructor in Art, University of Chicago Laboratory School
ART AND HANDWORK

The Ideal Recitation in Music

LAURA BRYANT

WHAT is an ideal recitation? Can there be such a thing? Certainly the ideal recitation in music would involve the same pedagogical principles as the ideal recitation in any other subject. Some superintendents and even some music supervisors still believe that a special method is necessary for teaching music. There are some who think that music is a subject apart, a frill or entertainment, a means of recreation or amusement. Some grade teachers think it is a special means of torture prepared to confound and confuse them.

Music is a language and can be taught by the same methods as any other language. To learn to read, write, and speak a language, a child must first be given an oral vocabulary and an opportunity to use this vocabulary freely. A person who can neither read nor write a language is called illiterate. Doesn't the same idea apply to music? Isn't listening to the opera more enjoyable if you have read the score? Or, if your intelligence and training are developed to the extent that you can jot down a beautiful melody you hear as you would a fine line from a good speech or sermon?

Who then will conduct the ideal recitation? In my long experience of training supervisors and grade teachers, I have found that the grade teacher is often better fitted to conduct an ideal recitation than the music supervisor. Why? Because her training for teaching, her general education, is often broader and better than that of the average supervisor of music.

There is no subject in the curriculum so rich, so broad, so many-sided, so developing in itself as the subject of music. A child properly trained in music is better developed along all lines—intellectual, emotional, and physical. His emotions are stirred and developed through the delight of hearing and singing lovely melodies, and of feeling rhythms. The subject itself is so powerful, so loved by the children if properly presented, that the development seems almost miraculous.

It was my good fortune to watch a class, from kindergarten to the sixth grade, that had had good teachers throughout that period. In the sixth grade they were assigned a teacher who knew very little about music. Usually this could be adjusted by exchanging work with some other teacher until the new teacher was trained. In this case, the readjustment could not be made so it was suggested that one of the children in the class teach the songs for a while. A gifted little girl named Edith volunteered. Songs were assigned for two weeks.

On my next visit to the class I saw the "ideal recitation"—one that most nearly approached perfection in developing the most power in the children. When I entered the room, the class acted as a group of firemen might when the fire bell rings. Edith fairly leaped to the front of the room, giving one terse order, "Class, ready for singing." Before I was across the room, desks were cleared, music books were out, seats were changed, and I heard her announce a page, blow a pitch pipe, give a tempo, say, "Ready, sing," and they were off. With the same quick, concise directions, they sang all the songs that had been assigned—pitch pipe always in evidence, good tempos always given. Without looking at me she said, "Close your books." Then followed, with lightninglike rapidity, a dictation lesson. She gave them one melody after another. Hands frantically waved in the air. The room was tense with interest. She first called rapidly on the brighter children, never speaking a word except the child's name. Gradually, she gave less difficult exercises, calling on the slower pupils until each child had recited. She helped two who were failing. Then she said, "Robert, draw a staff on the board." A little boy dashed out of his seat, grabbed the staff liner, and drew a staff the entire length of the blackboard. He had not finished before she said, "The key is E flat, a quarter note has one beat." She then sang a four-measure exercise and before Robert had completed his staff one child was writing an exercise at the beginning and another was being sung.

In an incredibly short time the board was full. She then began to grade the exercises. The first one she marked 100 and called on the child who wrote it to assist her. The assistant began at the other end of the room, thus conserving time. The children were eager for their gradings.

When she finished, she came to the front of the room, gave several quick directions, divided the class for part work, called on a pupil to lead the upper part, and together they taught a new part song as neatly, as prettily, and as quickly as you could wish. She completed the lesson, took her seat, and looked at me flushed and serious with eyes like stars. I was well-nigh speechless, but I managed to ask if there were any more who would like to help Edith. To make a long story short, boys and girls took full charge for the rest of the year. We watched it as an interesting experiment. One day, the teacher reported that the superintendent happened in during a music lesson and remarked that it would be well to encourage children to lead classes in all subjects. Later, I asked Edith where she got her pitch pipe, and she said that she bought it.

All the little teachers bought pitch pipes, took their books home, learned their songs, and presented them correctly. Not once did I find a song taught incorrectly. Edith's recitation was, from the standpoint of conducting a lesson, ideal.

Interest is the foundation of all mental activities. In Edith's recitation, interest reigned supreme; indeed it became ardent and grew into enthusiasm. There was not a moment wasted; she reviewed; she progressed; she neglected no one; she helped the weak ones; she called for help from the strong; she gave new material; there was no ambiguity or obscurity of wording in her directions; she was definite, concise, and brief.

Her own interest, enthusiasm, and absolute concentration were such that the class unconsciously came under her influence, and every child was mentally active. There was a wonderful spirit of co-operation, and the lesson was a unified whole.

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A TELEVISION ACTIVITY in Our School

Avis Stephenson
Teacher, Rural School,
Marion No. 4,
Stratford, Iowa

WE OWN no commercial television set but we do have television in our schoolroom! Our audio-visual method of presenting various classroom lessons is practical and valuable. In addition, the method may be used with any age or grade level.

Our television programs aren't commercialized versions either. We make learning by television interesting fun and valuable to all. Even when we play inside at recess or during noon hours on stormy days, we use the TV set we made.

In social-studies classes, we can quickly learn the name of the vice-president and his salary, or our governor's or county sheriff's name. The duties of each are easier to remember if first viewed on the "TV screen."

Kindergarten and primary pupils have fun learning nursery rhymes and other verses. They play games in which they guess "Who Am I?" as certain statements like "I sat on a tuffet," "I blew my horn," or "I'm a quick and nimble little boy," are flashed across the TV screen. For variety, use pictures—a little boy jumping over a candlestick, Little Miss Muffet sitting on a tuffet, or other illustrations from familiar nursery rhymes.

Arithmetic facts are retained longer when illustrated drills are given on the TV set. Pictures of the relationship of pints, quarts, gallons, pecks, bushels, inches, and feet leave a deeper impression than words alone.

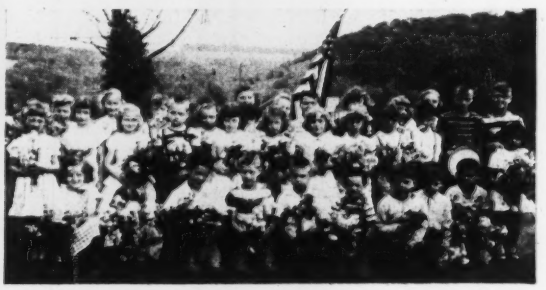
One of our arithmetic games consists of addition, subtraction, multiplication, or division problems televised without the answers. As the problems appear, the children write the answers on paper. Later, the correct answers are shown.

The causes of individual errors in spelling are more quickly discovered when the correctly spelled words of the day's lesson appear on the screen.

Even hygiene and health lessons are put to practical use more often after TV presentation. "Polly always hangs up her clothes and puts away her belongings" versus "Polly and what happened when she forgot to take care of her own things" can be shown without fear of hurting young feelings. Pantomimes of teeth-brushing drills can be shown and the motions performed by the children.

(Continued on page 65.)

Memorial Day



Ora Lee Stauffer
Teacher, Grades 1-3, Rural School,
Sunbury, Pennsylvania

NOT far from our little red school is a churchyard. On Memorial Day we have a simple service to honor the soldiers buried there. A procession, with each child carrying flowers, marches to the cemetery. Three boys depicting "The Spirit of '76" lead the procession—one with a flag, another with a drum, and a third with a toy bugle.

At the cemetery, the three boys take their places facing the others who stand at attention. We pledge allegiance to the flag, sing "The Star-Spangled Banner" and other appropriate selections. Then we go to each grave marked with a flag. When the graves have been decorated the children stand quietly while the bugle sounds "Taps."

A Television Activity in Our School

(Continued from page 64)

"What Am I?" will be another effective teaching game if pictures of objects like vegetables, animals, birds, and leaves are pasted on the strips.

Other teaching strips for history and geography could include pictures of places, people, and events cut from magazines and newspapers. Outline maps of states and countries have a reason for use, especially if they indicate the places where pupils' relatives are stationed while in the service of their country. This can be the starting point for learning facts which they might otherwise prefer to overlook.

Language lessons and rules of grammar can best be accented by televising them. My children like to see unpunctuated sentences or paragraphs on the screen, and then, working individually, they decide where the punctuation marks belong. To check their work, a copy of the correctly punctuated material is shown, and errors can easily be corrected.

For amusement, we use the television set to present program and party games such as quiz shows, animal shows, personality games, guessing games, movie or sports stars quizzes, scrambled word games—even puzzles. Your pupils' interest and ingenuity will guarantee a good supply of material throughout the year.

Making Our TV Set

We used a large packing box. Openings for the screen were cut in the front as indicated by the heavy line in drawing (Fig. 1). A large back opening was cut as shown in Fig. 2. Cut slits 1, 2, and 3 in sides. Make slits ¼" wide and a little longer than the "screen."

Fig. 1

Fig. 2

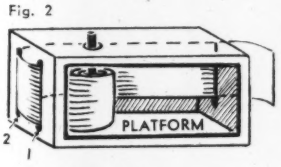
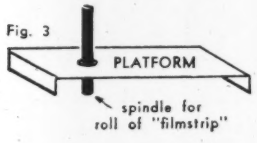


Fig. 3



Make a cardboard platform (Fig. 3) to fit bottom of set, and as high as the bottom of the side slits. Fasten on spools for dials, and paint set, using showcard or water colors, or tempera. Put rolled coil of "filmstrip" on pencil for small sets or on a slender round stick. (We used a stick cut from a tree branch.) Slip filmstrip end through slit 1, then slit 2, and across to slit 3. Now your television set is ready to operate simply by pulling on the protruding end of the "filmstrip." Rewind film as it is used.

This type of individualized TV education utilizes the theory that education should cultivate the normal aptitudes for exercise, play, observation, imitation, and construction, plus emphasizing the necessity for social training. My pupils take part in making many of the strips used on our set, and consequently receive valuable social training in the process. This TV set may be carried from one classroom to another, or from one building to another for special programs or announcements prepared by your pupils.

It's yours for the making!

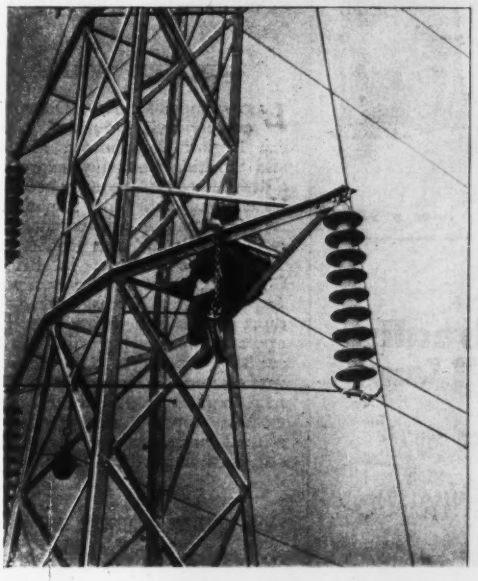
SPECIAL EVENTS

May 1—Child Health Day.
May 3-9—Be Kind to Animals Week.
May 3-10—Music Week.
May 10—Mother's Day.
May 16—Armed Forces Day.
May 22-30—V.F.W. "Buddy" Poppy Week.
May 30—Memorial Day.

Report on
HOW COAL LIGHTENS OUR DAILY WORK

Coal Puts Power on the Line!

America's life lines are fed by coal. Today, electricity generated by coal is our nation's major source of electric power and light.



Coal lights the night across the nation. In generating electricity for the city of New York, public utilities consume an entire trainload of bituminous coal every six hours—more than 280 cars of coal every 24 hours.

Coal is chief cook and bottle washer. Electricity is a many-handed servant that works for all of us 24 hours a day. And ⅔ of the fuel used by utilities to supply that electricity is coal. Coal generates 3 times as much electric power as any other fuel . . . and almost twice as much as all the nation's hydroelectric plants.

Need for power increasing. Industry experts expect the need for electric power to triple in the next 25 years. To meet this need, public utilities will depend on coal. Even today, hydroelectric projects are turning to coal to supplement present water-power output. In fact, by 1956, one of these projects—TVA—plans to generate a full 50% of its electric power with coal.

Plenty of coal for all needs. This dependence upon coal is not surprising. Among all fuels, only coal has reserves that are virtually inexhaustible. In addition, America's coal-mining industry is the most highly mechanized and efficient in the world. Thus coal, and the electricity generated from coal, will continue to be America's chief source of heat, light and power.

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come next September

When the students crowd around you the first day of school and ask "what did you do this summer?"... boy, can you tell 'em! Smiling sweetly you can say "first, I went to the top of Pikes Peak...and that famous old mountain reaches way up into the sky, much, much higher than the tallest building in the world!" . . . and watch their eyes bug out when you tell them how you slowly wound your way up past a million stately pine trees . . . all gently waving to you as you ascend into the white, fleecy clouds that hang suspended in the "bluest sky you ever saw" at the tip top of Pikes Peak.

. . . . and if that doesn't hold 'em you can tell about all the other scenic wonders you saw during your vacation in the Pikes Peak Region. The Garden of the Gods . . . Pikes Peak Cog Railway . . . Cave of the Winds . . . Seven Falls . . . Will Rogers Shrine . . . Cliff Dwellings . . . Mount Manitou Incline . . . Cripple Creek Gold Mines . . . Royal Gorge . . . in fact the list goes on and on . . . enough thrilling experiences to last through the entire first semester . . . and you know somethin' . . . the kids will enjoy every word of it . . . just like you enjoyed every minute of your vacation in the Pikes Peak Region!

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John Pepper's Notes

FOR CANADIAN READERS

SAFETY FIRST

TORONTO's Director of Education, Dr. C. C. Goldring, sent home with each child an interesting and effective Safety Homework Card. It asked parents to help their children write two brief traffic safety announcements. One was to be directed to motorists, and one to school children. The card also carried a reprint of a safety story. Aided by their parents, the sixth-graders produced answers such as: "The pitcher throws the ball with uncanny precision hoping to achieve greatness by pitching a perfect score—no hits, no runs, no errors. So, motorists, achieve your greatness with your perfect driving score of no hits, no lives lost, no errors on the streets."

SUMMER WORK

LAST summer Mr. R. W. Diamond, executive vice-president, Western Region Consolidated Mining and Smelting Company, expressed a desire for a closer contact between his company and those responsible for education in his community. As a result some men teachers of Trail School District in British Columbia, under the leadership of Inspector W. E. Lucas, worked for short periods in a variety of plants operated by the big mining and smelting company. The teacher-workers were boys' counsellors. The men in industry and the teacher-workers reaped a rich reward of mutual understanding, the foundation of all good public relations.

FILM LIBRARY

THE Children's Film Library is a collection of over one hundred 35 mm. full length and short feature films chosen to set a higher standard of entertainment than is usually found in neighborhood movie houses on Saturday afternoons. Any theatre manager may rent them from the distribution centres at Vancouver, Winnipeg, Toronto, and St. Johns, New Brunswick. They cannot be shown outside regular movie houses.

The films are selected by a Screening Committee made up, wherever possible, of mothers of eight-to-twelve-year-olds. The library is unable to supply enough films for weekly showings, but it does a valuable work in supplying substitutes for unsuitable programmes.

Amongst the thirteen sponsoring organizations are The Canadian Teachers' Federation and Canadian Federation of Home and School, and Parent Teacher Association, Inc. They invite their local affiliates to form committees, and meet with the theatre manager to discuss the quality of entertainment offered.

The film library is not affiliated with the motion-picture industry. Further information can be obtained from Children's Film Library of Canada, Box 516, Adelaide St., P.O., Toronto 1, Ontario.

REPORT CARDS

A REPORT card that combines illustration and description has been introduced at Lethbridge, Alberta, School District No. 51. Two types of cards have been issued; one for preschool and grade one, the other for grades two through six.

One main heading, "Learning to Live, Work, and Play Together," is illustrated with cartoons of children engaged in school activities: reading, printing, answering, and handwork. The terms "satisfactory" and "needs to improve" are used and parents are urged to attach importance to this section.

In the other illustrated section, "Learning to Use the Tools of Education," each child is graded on a scale: A (80-100, above average), B (65-79, average), and so on. The gradings indicate the growth and progress of the child.

These report cards were adapted from a system used in Santa Barbara, California. A visiting Lethbridge school trustee carried the idea to Canada. The new reports should foster closer co-operation between home and school.

PARENT-TEACHER

THERE are five points for teachers to remember in developing good parent-teacher relationships," says Dr. M. MacFadyen, who writes Canada's largest educational column for "The Guardian" of Charlottetown, Prince Edward Island.

1. Meet as many parents as you can.
2. Meet the parents of children who are experiencing difficulty.
3. Make use of your telephone and pen.
4. Always temper just criticism with praise.
5. Keep in mind that parents are your partners in a great enterprise.

Canadian Teachers—As you can plainly see, this column is all yours, although many teachers in the States will read it too. Would you like to be a contributor to, as well as a reader of, Mr. Pepper's Notes? Send interesting short items to Canadian Notes, *The Instructor*, Dansville, N.Y., U.S.A., and we will forward them to him. Payment will be made for all contributions used. Unused items will not be returned.

Woodrow Woodpecker's Diary

(*Continued from page 36*)

I sailed down to the ground and picked up some ants with my sticky tongue. Then I picked a few delicious berries.

"Now I'm going to rest," I said. "Resting after meals is good for the digestion, you know."

May 21.—What a happy day! Our four white eggs cracked open, and out came four baby woodpeckers. They lay huddled together on the cushion of fine chips in the top hole in the old oak tree.

"I must tell someone!" I said. I sailed to the top of the tree and looked around. I saw Bibbs not far away. I pecked loudly on a dead limb and Bibbs heard and looked up.

"Come over," I called. "I have wonderful news to tell you!"

Soon Bibbs was at the foot of the oak tree and I hurried down.

"Mrs. Woodpecker and I have four babies!" I announced.

"Congratulations," exclaimed Bibbs. "Where are they?"

"They are in the nest with Mrs. Woodpecker," I said. "See that hole up there?"

"I see two holes," said Bibbs.

"The baby birds are in the top apartment," I explained. "I sleep in the bottom bedroom. I'm always near if Mrs. Woodpecker needs me."

"Do the baby birds have pretty feathers like you?" asked Bibbs.

"They don't have feathers at all now," I said. "But they are still pretty. And they will grow feathers by and by."

"I guess you will be very busy finding enough food for all your family," Bibbs said.

"Yes, indeed," I said. "But I won't mind the work at all. I want my family to grow big and strong and be the nicest woodpecker family in the woods."

The Queen Leaves Home

(*Continued from page 36*)

them to bring in fifty or a hundred of their sisters from the field. "You must build some queen cells right away," she directed. "About six will do, right here in the middle of the hive."

The workers soon rushed in and went to work. When they finished, the new cells looked like peanuts hanging down from the comb. They were large, even larger than the drone cells.

The Queen looked them over carefully. "They'll do," she said, and went inside to lay an egg in each. "Be sure to have royal jelly ready for the princesses when they are hatched," she warned the workers.

It was getting warmer in the hive now, and very crowded, as more and more eggs hatched. After the first princess appeared, the Queen moved around restlessly. Many workers stayed in the hive to fan the air with their wings and keep things cool and comfortable.

One morning, the Queen looked sharply at the first princess. She was quite a big bee now. There was never but one queen in a hive, Her Majesty knew. Dimly she remembered how her mother had led a swarm out, taking half the colony with her to a new home. She had been first princess then. Now it was her turn to go. She sent out a call to the workers in the fields, and a little later she went out of the hive herself. She looked around for a moment; then took off into the air.

Soon she stopped on a low branch of a tree, and in a moment she was surrounded by hundreds of her sons and daughters. One of her scouts told her there was a fine large hollow high up in a near-by tree that would make a splendid hive.

The Queen hesitated as she thought how hard it would be for a heavily laden worker to carry her load from the flowers so high up into the tree.

Another scout reported seeing an empty hive in the orchard, and the Queen flew there with the other bees following her in a swarm.

They found a nice, brand-new hive there that the man and boy had left for them. They went in, the Queen first, of course, and the others close behind her.

It was lovely and cool in their new hive, and only half as full of bees as the old hive. Soon the worker bees were bringing in nectar and pollen, and going out for more.

The Queen started laying eggs at once. She didn't even stop to count them now for she must lay so very many to build up this new colony before the cold weather.

A day or two later, as she went from one cell to another, she paused for a moment to look out at her handsome sons who were loafing on the little doorstep. "Fine boys," she said with pride. "I'm glad they came with us even though it does give their sisters more mouths to feed until fall." She stretched her wings to their full breadth, and then dropped them to her sides. "And I'm glad we moved," she added. "There's so much more room to work in, and it is much cooler in this new hive." Then she hurried into the next cell

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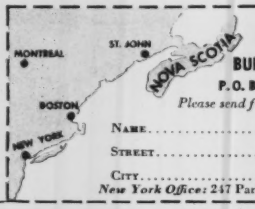

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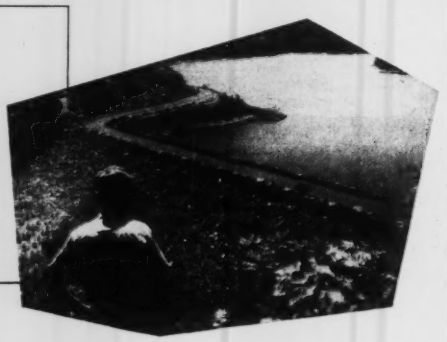

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Handy Jenkins

(Continued from page 33)

the journal and turning more pages. "Here's what Great-Grandpa wrote about Handy Jenkins."

"My most interesting pupil," the schoolmaster had written, "is a young man of twenty-one, tall and strong. He lives out beyond the flats, and rides to school. He is eager to learn. His name is Handy Jenkins. He is well-named."

Seth turned to another place in the old book. "Here's where it tells about the settlement almost starving."

Larry read, "Today, Handy Jenkins and five Indians came through a raging blizzard to bring food—enough to tide us over until the weather clears."

"It's more interesting than anything I ever read," Larry declared. He glanced at his watch. "Jeepers! I have to go. Dad wants me to help him in the store this afternoon. I'd like to read the rest of it sometime though."

"Whenever you want to," Seth said, cordially.

At dinner that evening, Larry told his family about the journal.

"What did you find out about the massacre?" asked his sister Phyllis.

"The massacre?" gasped Larry. "I forgot about it. There must be something about it in the book."

"Old Mr. Jameison could tell you about those days," his mother said.

"I'll see him," Larry declared, "and I'll talk to all the old-timers."

Larry was busy in the days that followed. "I have to give my report tomorrow," he groaned one evening. "I have enough to fill a book—but look at the shape it's in."

"I'll help you sort it," offered Phyllis.

"Fine! You read, and I'll list what I want to use, and where I got it. I have to have proof of everything."

"There's more here about Handy Jenkins than there is about the massacre," Phyllis said, when they had worked for some time.

"You know, Sis, come to think about it, there's lots more to tell about Handy than about the massacre. That was just a fight—"

"Just a fight—" Phyllis began indignantly, but Larry wasn't listening. She glanced over her shoulder to see what he was staring at. She didn't know he was looking back almost a hundred years, seeing a great figure striding up and down the valley, planting good will, rooting up weeds of suspicion and strife, helping new settlers.

"He was as big as Paul Bunyan—in a different way," Larry said at last.

"Who?" asked Phyllis.

"Handy Jenkins," Larry answered. "He's the one the pageant ought to be about."

When Larry got up to give his report next day, he said, "I've talked to all the old-timers around here. I've read everything the library has, and some stuff the State Historical Society sent to me. I've found out that the Cottonwood Massacre wasn't nearly as important in the settlement of the valley as some other things."

A murmur of disagreement swept the room.

"In the first place," Larry continued, "if you're going to present the massacre honestly, you'll have to show that the white men were as much to blame as the Indians."

The murmur grew louder.

So did Larry. "I can prove it," he shouted.

"Calm down, Larry," said Miss Daniels. "What is the point you want to make?"

(Continued on page 77)

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Magnets and Electricity

(*Continued from page 37*)

comb would pick up small pieces of paper. This and similar experiments, such as rubbing the comb with a woolen cloth, are good to assign to children of limited ability.

7. *What an electric circuit is.* This experiment requires a dry cell and an electric bell. The demonstrator showed the bell with one wire attached to a terminal of the dry cell and explained that electricity must flow in a complete circle or circuit. When the second wire was connected to the other terminal, the bell rang. The demonstrator then showed that the bell would not ring if both wires were connected to the same terminal of the dry cell.

8. *How a switch works.* The demonstrator explained that a switch cuts the circuit like a broken wire. Several types of switches were shown.

9. *Why fuses are important.* The demonstrator explained that fuses contain lead wire which is burned out by the heat caused by a short circuit, thus breaking the circuit and preventing fire damage. A burned-out fuse and a new one were exhibited, and then a child from the audience was asked to identify each after hearing the demonstration.

10. *How to make an electromagnet.* This was our most ambitious experiment. A large nail was wrapped with insulated wire. Each end of the wire was connected to a terminal of a dry cell. The current was allowed to flow through the nail for several minutes; then, without disconnecting the wires, the nail was used to pick up materials as a regular magnet does.

The success which we had with this study should be encouraging to any teacher who feels diffident about tackling a science unit because of a lack of specialized knowledge. By plunging in, reading simple books, and working with the children, I learned a great deal—and they did, too.

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"We're letting his hair grow, thinking that might help!"

THE INSTRUCTOR

America's New Railroad

What's that surveyor doing? He's sighting on tomorrow... clipping off an old curve... clipping off the past...

It goes on day after day on the Santa Fe. Building new. Till there's nothing left that's *old* today of the Atchison, Topeka and Santa Fe but the country and the song and the pride of its people!

IN THE PAST 5 YEARS... Whole fleets of streamlined trains replaced with finer streamlined trains... Enough new track laid to more than reach from Chicago to Los Angeles... Great new "hump" yards built to speed switching... New roadbed, new rail and new ballast methods—for smoother, safer rides for goods and people.

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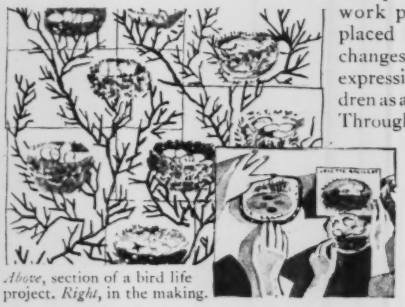
Above, completed circus—painted by 35 children.

From France comes a new theory of *Children's Collective Painting* which enables youngsters to learn to work individually yet at the same time in close harmony with others. Each student draws his own idea of a given subject. The group then selects the best drawing. This one is enlarged; then divided into equal-sized portions according to the number in the group. Here the coordinated individual work begins.

Greatest freedom should be given each child in choice of detail and use of color. The idea and outer contour of the part remains, but interpretation varies with each child. The portions may be compared as work progresses and finally are placed together. Sometimes a few changes must be made to improve expression of the whole. The children as a group make all the decisions. Throughout the project the teacher only advises.



Above, section of a bird life project. *Right*, in the making.

If further interested—Idea for this project comes from GRAPHIC MAGAZINE No. 38, K. Heitz Company, West 54th Street, New York 19, N. Y.

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AM-20

An Exchange for a Day

(*Continued from page 33*)

Lois Ann laughed. "You're angry with Carlo and I'm cross as two sticks at Binky. Maybe we had better exchange pets for a day."

"Would you? Do you mean it?" Jamie cried excitedly. "Boy, would I ever like to take Binky out to the farm! There are a lot of things I could teach him!"

"Then let's trade!" Lois Ann cried. "I would like to have Carlo, too. I could hitch him to my wagon and drive him as you do. That would be fun."

The next day when Jamie and his father went into Ferris City after groceries they took Carlo with them. "I don't think he will stay in town," said Mr. Murray, "but we will try it. He'll probably come home the first chance he gets." They left the collie with Lois Ann and took Binky back to the farm. Jamie was very happy.

By the time Jamie reached home it was five o'clock. That meant he had to bring the cows up from the pasture for milking. "Come on, Binky, come on," he called. "Bring up the cows." Carlo always started out with a bound at the command but Binky paid no attention. He had already chased a gray kitten, Corky, under the machine shed and was barking furiously. "Come on, Binky, old boy; come," he coaxed, but still Binky paid no attention. The cows as usual were in the far corner of the pasture standing in the cool waters of the creek. Usually, Carlo streaked across the pasture, got back of the cattle, and brought them up to the gate. All Jamie had to do was to see that the gate was open. But today Carlo was with Lois Ann. It was a long hot walk across the meadow to the creek but there was no other way. Jamie started out. A moment later Binky was following him; but not once did he dash after the cows. Hot and perspiring, Jamie reached the creek and headed the herd toward the gate. Just as the foremost cow reached the opening into the feed lot, Binky spied a rabbit. He gave a yelp and started chasing, cutting right through the center of the herd. The cows swerved away from the gate and went bellowing back toward the creek. Jamie tried to head them off, but he wasn't quick enough. They bypassed him and went wildly back to the far corner.

"Just look what you've done, Binky," Jamie cried angrily. Hot tears filled his eyes as he trudged back to the creek. Suddenly there was a joyful bark. Jamie looked up. With a lunge Carlo came charging through the gate and streaked down after the cattle. A moment later the whole herd was moving toward the gate. When Carlo approached, hot and panting, Jamie knelt beside him and put an arm around his shaggy neck. "Good old Carlo, how did you get here? You're worth a dozen dogs like Binky. All he does is chase things."

Just as they got to the barn, a car turned into the driveway. It was Lois Ann and her mother. Lois Ann came running to meet Jamie. "Carlo ran away from us," she called.

"I guess he got homesick," Jamie replied, patting the collie's head.

"It wasn't half as much fun to have him as I thought it was going to be," Lois Ann admitted. "He wouldn't pull my wagon an inch, and when I tried to get him into the house he ran away."

(*Continued on page 80*)

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The Very Special Pincushion

(*Continued from page 31*)

"I think I'll give it to someone who is friendly and kind. Or should I give it to someone who is very unhappy?" Miss Stitchit wondered.

The news of the special pincushion spread throughout the town. In two days, Miss Stitchit's house was filled with visitors. There were so many people, Miss Stitchit had no time to make her daily pincushion. She had to hurry about, helping Brinda answer the doorbell.

Everyone asked to see the very special pincushion. Again and again, Brinda heard Miss Stitchit say, "No, I m sorry, but it isn't for sale."

Mr. Clinker, the richest man in town, whispered in Miss Stitchit's ear, "If that pincushion will really make me happy, I'll pay you fifty thousand dollars for it."

"Oh! Mr. Clinker, it isn't for sale."

"You are a shrewd bargainer, Miss Stitchit. Will you take seventy-five thousand for it?"

"No, Mr. Clinker. I don't think happiness can be bought with money."

Brinda saw Mr. Clinker go away mumbling to himself. Then in came Mrs. Pride, a very important woman. Mrs. Pride's father was a governor and her husband was a friend of kings. Mrs. Pride liked to talk about them.

"My *dear* Miss Stitchit," Brinda heard Mrs. Pride say. "I hear you have made a pincushion that is really marvelous! If you would let me have it, I will see that you are well rewarded."

"Really, Mrs. Pride, I don't wish to sell this pincushion."

"But, you're going to give it away, aren't you?"

"Yes."

"Then, why not give it to me? You ought to give it to someone who *is* important."

Miss Stitchit shook her head. "No, I don't think I'm going to give this pincushion to someone important."

"Well, I can't be wasting *my* time here!" snapped Mrs. Pride as she swished out of the room.

When Mr. Whittle, a very sad and lonely man, came late in the afternoon, Brinda hoped Miss Stitchit would give him the pincushion. Was he not the most unlucky man in town? Bad things always seemed to happen to him. If anything good ever came his way, no one ever heard about it. He was so filled with his own aches and troubles that he never saw the good things in the world.

"Good day, Mr. Whittle," greeted Miss Stitchit cheerfully.

"Good day for you, no doubt," he replied. "But to a person with my bad luck no day seems good."

When Miss Stitchit showed him the pincushion, he asked, "Now, how could that make me happy?"

"Here, hold it in your hands," said Miss Stitchit, giving it to him.

At once his face brightened. "Hmmm," he said. "It is a pretty thing, and there does seem to be something unusual about it. I don't feel tired when I hold it. I'd say I haven't felt so young in years."

"I'm glad it makes you feel good," said Miss Stitchit, taking back the pincushion. "But I haven't quite decided what I want to do with it, yet."

When everyone had gone, Brinda could not help asking Miss Stitchit, "Why did you waste all your opportunities?"

"What do you mean?"

"Why didn't you take the money Mr. Clinker offered you, or the fine things Mrs. Pride could have done for you? Don't you get tired of making pincushions?"

"Why! you know I *like* making pincushions, Brinda! Every time I finish one I feel happier than if I had Mr. Clinker's money or Mrs. Pride's important friends."

"Well, if you wanted to give away happiness, why didn't you give poor Mr. Whittle the pincushion?"

"To tell the truth, I was thinking of you, Brinda. You've kept this house neat as a pin and helped me all these years. So, I decided to give you the pincushion."

Brinda was so surprised she almost dropped a box of buttons she was setting on a shelf. What in the world was Miss Stitchit thinking about? "No, thank you, I couldn't take it. I don't need the pincushion because I *am* happy. I like keeping things neat and clean, and I enjoy helping you make pincushions. Someone else needs it more than I."

"I wonder who," Miss Stitchit replied as she walked over to look out of the window. "Well, well," she said. "There's Mayor Crumb turning in here."

Brinda hurried to the window and saw a tall man walking along, swinging his arms as he went. "Yes, there's the best mayor this town ever had. I can't think of another man who has helped so many folks. And, I've known him since he opened his first small shoe-repair shop."

"It's a good thing he has a large shoe store, now," said Miss Stitchit. "It's easier for him to get shoes for his five little Crumbs. They're nice children, too. Maybe *he* should have the special pincushion."

"I don't know anyone more kindly," said Brinda, going to let him in.

"Good afternoon, ladies," greeted the Mayor. "I hope I'm not too late to see the very special pincushion."

Mayor Crumb looked at the pincushion carefully. "It's really beautiful," he said beaming happily.

"You may have it," Miss Stitchit said. "I think it was meant for someone like you—someone who is friendly and kind."

"Thank you," said the mayor. "But I couldn't take it, because I *am* happy. I like being mayor, and working in the shoe store. Besides, my five children are the special little pincushions that make me happy."

"Oh, dear!" said Miss Stitchit, "I don't know what to do. Everyone I want to give the pincushion to is already happy."

"I've an idea," said the mayor. "That's why I came here. I've been thinking that many people could use a little happiness. Why give the pincushion to just one person? Why not give it to the whole town?"

"Now, how could I do that?" Miss Stitchit wanted to know.

"We could keep the pincushion at the library," explained the mayor. "Then, it would be loaned out like a book, for a week at a time, to anyone who needed it."

Brinda was glad to see Miss Stitchit smile. "That's a wonderful idea!" Miss Stitchit said.

Brinda chuckled softly.

"Do tell us what is funny!" demanded Miss Stitchit.

"I was just thinking of poor Mr. Whittle going to the library. When they ask what he'd like, he'd say, 'Everything's in awful shape, and I've got to borrow a little happiness for a week!' "

"You know, having this very special pincushion at the library will be nice for all of us," the mayor said. "This town will be filled with happy people!"

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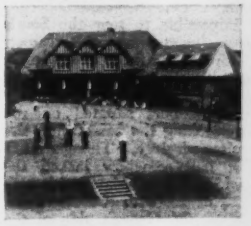

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Long Ago in New Mexico

(Continued from page 56)

sipapu—a hole in the floor, indicating communication with the underworld—are essential features of the interior. The kiva was the ceremonial center of Indian life, and in this underground chamber all important councils were held and ceremonies and dances were begun and ended.

Washington's Birthplace

(Continued from page 55)

Because someone had cared, we could now study the material surroundings belonging to the time of Washington's early childhood.

We could enter the spacious reception room of the mansion and from here view the side rooms to which it led. We could look into a typical children's room of this period with its miniature furnishings; see a perky, fox-size, wooden play horse and wonder what child's heart it had gladdened. We could wonder who had pored over the shelf of now antique books we glimpsed in a side room; who had slept in the canopied beds; and how many hands had used the sturdy copper and iron and wood utensils in the separate colonial kitchen. And the 300-year-old Swiss clock, still going—what happy and troubled events had it looked down on?

Because someone had cared, we could walk outside the mansion now, in the quiet old-fashioned garden, among the boxwood and fig bushes. We could sit for a moment under the cedars on the edge of Popes Creek, visit a cemetery containing the vaults of thirty-two Washingtons, and talk till sundown with a park official who was bursting with Washington lore.

Southern Profile

(Continued from page 54)

it have flown the flags of France, Spain, England, the Confederacy, and the United States—Natchez reflects the current Southern trend toward industrialization. Cotton is no longer king in the old, autocratic sense. Instead, industries built around cotton, iron, and lumber products are much in evidence.

It was not without regret that I left Natchez—beautiful town of nostalgic memories.

Biloxi was my next port of call, another place steeped in tradition, yet outwardly tuned more to the modern day. A mecca for year-round vacationers, it sprawls along the Gulf Coast with the nonchalance of a sideshow barker. Fish, shrimp, and similar products of the sea are its stock in trade. To sit along the water at sunset, watching the boats return with their day's catch, is to share the fascination of an industry ancient and honorable. . . . .

It is impossible to tour the South without coming, sooner or later, upon one or more of the fields of battle associated with the Civil War. At a previous time I had visited Vicksburg, that strategic port situated on the bluffs overlooking the Mississippi, site of a prolonged siege. Though interesting, it had somehow lacked the pathos which one associates with such places. Not so with Chickamauga, which is on the Georgia side of the Georgia-Tennessee line. This area was the scene of a two-day battle, one of the bitterest single engagements of the War between the States. It occurred in the summer of 1863, following the defeats at Gettysburg and Vicksburg. Fighting furiously to regain their lost prestige, Confederate forces routed Union troops, achieving a brief and barren victory. Losses were tremendous on both sides; woods and open fields literally flowed with the blood of brave men.

Today this battleground is one of several areas which form the Chattanooga-Chickamauga National Military Park. Included among them are Point Park on Lookout Mountain, the reservations on Missionary Ridge, Signal Point on Signal Mountain, and Orchard Knob in Chattanooga, all of which I visited.

The battlefield of Chickamauga is kept in approximately its wartime condition. Carefully placed markers enable one to trace the ebb and flow of the fighting. I thought, as I stood on this sacred ground, of the words of a veteran of that battle, spoken at the dedication of the park. "Here," he said, ". . . we and they, the living and the dead, Confederate and Federal, fought for the right as each understood it, for the Constitution as each construed it, and for liberty as each interpreted it."

The Utah-Arizona Parks

(Continued from page 55)

Rim where we were, the river is visible only at certain points. At these we saw it, a tiny ribbon far below, giving no indication of its tremendous strength. I had expected we could cross to the South Rim easily, but I was wrong. To cross would mean a trip by mule to the bottom of the canyon, an overnight stay there, and a climb up the opposite side the next day. The distance covered would be about twenty miles.

My first sight of the Grand Canyon was from the great windows of Grand Canyon Lodge. The view from there did remind me of the pictures I'd seen. The impression was one of width and constantly changing color. The colors were brilliant, but continually moving clouds made patterns of light and shadow, so that minute by minute the picture varied.

As soon as possible we started to explore our immediate vicinity. Since this area is a national park, set aside by the government for the enjoyment of present and future generations, visitors find that much has been done to make their stay pleasant and profitable. Trails have been laid out for hikers and riders. Walking trips are conducted by the ranger-naturalists, and lectures are given daily by these remarkable men. They seem to love their work, and listening to their talks is an enriching experience.

We started out on the self-guided Nature Trail, near the lodge. At times it meandered through light woods and grassy spots, but when it led to the very edge of the canyon, I came face to face with immensity. No picture, no words, can convey the feeling of awful depth experienced as one looks down, down, into the gorge. The depth, the width, the silence, and the color combine to make a permanent impression.

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Four See the West

(*Continued from page 54*)

a structure with superb acoustics and a world-renowned organ; the Seagull Monument, commemorating the gulls that consumed locusts and so saved the pioneers' crops; the Museum; and the oldest house in the city.

Reservations were being held for us at Yellowstone Park. Just as we arrived, Old Faithful, the much-pictured geyser, welcomed us by erupting with tremendous force. Most of the Yellowstone region is remarkable for its hot-water phenomena. We saw many brown and black bears and the deer scampered at the sound of our footsteps. Herds of elk roamed the valleys.

We bade farewell to Yellowstone at the Gardiner Gate in Montana and were then on our way to Glacier National Park. There, in the glacier-ground basins of the Rockies, we saw beautiful lakes lying in cool, shadowy, picturesque valleys; craggy mountain peaks; and mountain slopes streaked with fingers of some hidden glacier.

Across the Canadian border, we drove into Calgary, Alberta—the center of a great ranching country. Next came Canada's oldest national park—Banff. Banff itself lies in a valley surrounded by impressive peaks, with the glacial-green Bow River flowing through it. Forty miles beyond, nestled in the heart of Canada's Rockies, is beautiful Lake Louise. Thousands of Iceland poppies grace the grounds of the Chateau at this resort. After returning through Banff and Calgary we stayed overnight at another of Alberta's magnificent mountain playgrounds, Waterton Lakes National Park, which adjoins Glacier Park.

This time, in Glacier, we drove over the fifty-mile spectacular Going-to-the-Sun Highway. Glistening glaciers and snow fields were left behind as we sped through Idaho and western Washington and into Oregon. Here we followed the Columbia River gorge with its high cliffs, unusual rock formations and magnificent waterfalls.

Another scenic wonderland was added to our list at the rim of Crater Lake. This body of water, resting in the crater of an old volcano, is indescribably blue in color.

No trip west would be complete without a sojourn in California. The Redwood Highway, with its Big Trees thousands of years old, brought us to the Golden Gate Bridge and introduced us to San Francisco, fabulous city of hills, bridges, cable cars, and flowers, boasting a Chinatown that is the largest such community outside of China. At the bazaars, one can buy anything oriental from a litchi nut to an exquisite jade in filigreed gold. Of interest, too, was Fishermen's Wharf with its Italian fishing fleet. Here boiled crabs and lobsters and sundry fresh fish provide a delicious meal.

From this financial center of the West, we continued south to Monterey and the famous seventeen-mile drive along the peninsula. The rugged coast line with its gnarled cypress trees contrasted with the golf courses and bathing beaches we found at Carmel. Route 1 took us down the coast on the Skyline Drive through mountains and alongside the blue Pacific dashing against huge rocks.

After a few days in Los Angeles, we visited Forest Lawn Memorial Park in Glendale and the Huntington Library and Art Gallery in San Marino. Regretfully, we left the Pacific Coast.

"My dreamboat's waiting!"

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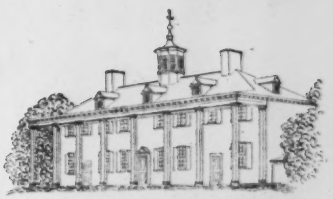

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VIRGINIA B. DAVIS

Teacher, Grade 1, Grantham School, Goldsboro, N.C.

IT ALL began with a dime bank, just an ordinary dime bank that opened when it registered $10. The first $10 wasn't too hard to save, but savings just for savings' sake grow slowly with dimes, so we called it our "Vacation Bank." For a long time we had wanted to go to Washington, D.C. Too, we wanted to drive through the mountains.

Our family of five began saving in February, and when vacation came in July we were financially ready. Travel bureaus, gas companies (Esso and Sinclair) and the Baltimore and Ohio Railroad had sent us guides, maps, and other literature in advance.

Our first stop was at Mount Vernon, which has been restored by the Mount Vernon Ladies Association. Much is being done there to show all phases of life as it was lived in Washington's day. Not even a scorching July sun could stop us and many others from enjoying a backward step into history in this fine Colonial home. . . .

In Washington, we were soon settled at Hains Point in East Potomac Park. It would have been impossible to see all of the city on our dime-bank savings, but we had marked on a map the places we were most interested in.

Our first afternoon's trip took us across the Arlington Memorial Bridge to the Pentagon, headquarters of National Defense, and back into Washington to visit the majestic memorials to Lincoln and Jefferson. Before darkness came, we rode along Constitution Avenue and near-by streets and tried to identify various government buildings. Later in the evening, stopping across the river from the Washington Airport, we saw all the color and magic of a modern Arabian Nights' story—giants of the air landing and taking off, beacons flashing, signal lights changing. What a contrast to move on to the Yacht Basin and see the Norfolk night boat slowly steam by—looking like the show boat of another era!

The next morning we found that a long line had already formed outside the recently rebuilt and renovated White House, but presently we were inside the gates and soon inside the White House itself. Here, as at Mount Vernon, voices were muted. Yet this was different. This house belonged to all the United States. How could we help feeling an immense pride in the home of our president!

The elaborate Red, Green, and Blue Rooms were beautiful, but we were even more impressed by the East Room and the State Dining Room. On the walls of these rooms are large portraits of former occupants of the White House. A final glance as we left the building brought us face to face with the President's Seal in bronze above the entrance to the main hall.

Several hours were spent in rather hurried trips to the Capitol and other government buildings, some of which closed early. While we were near the Library of Congress, we visited the Union Station, truly a gateway to the Nation's Capital. Mid-afternoon found us searching for a place where we might relax. The National Zoological Gardens proved to be the coolest spot in the city. Both Sarah and Kenneth consider the zoo a high light of our trip.

We ended our afternoon with a visit to the Washington Monument. What fun we had, at the top, trying to identify the places we had been to!

By Wednesday our map of streets and buildings was well marked and creased, so we packed it away with color slides, guidebooks, and booklets—all to be reviewed later. Now we needed a map for the rolling hills of Virginia.

We drove first to Luray to visit the famous Caverns—which would use up our entire stock of descriptive adjectives. The formations in myriad shapes and colors were breath-taking. The wit and charm of our guide helped to make Luray Caverns a wonderful experience for all of us.

After Luray, we drove to Panorama, one entrance to the Skyline Drive. We had tried to visualize the mountains, but nothing had prepared us for the views from this drive. Overlooks along the way provided many a thrill.

On Thursday morning, we crossed the line into North Carolina. The blue haze over the mountains, the blue-green foliage of the trees, left no doubt that we were in the Blue Ridge Mountains. Along the Blue Ridge Parkway, we made short detours to Blowing Rock and Linville Falls and we drove as far as possible up Mount Mitchell. We climbed the rest of the way to stand on the marker which proclaims this spot the highest elevation east of the Mississippi.

For excerpts from three other prize articles, see page 76.

Ho! Voyageur!

MARION C. CLARK

Teacher of Geography and Reading, Grade 7, School 66, Buffalo, N.Y.

FOR years I had read with avidity tales of travel by canoe into the "north country" with its lakes, its silent, rocky shores, its animal and bird life—tales such as *True North* by Elliott Merrick, *Canoe Country* by Florence Jaques, and stories of the early voyageurs in the "Rivers of America" Series. And now here I was, in Ely, Minnesota, on the eve of a nine-day canoe trip into Superior State Forest and Ontario's Quetico Provincial Park!

The American Forestry Association, which sponsored the trip, had sent me the names and addresses of the people who would be my companions. That night I was pleasantly surprised to find we were all guests of the Association at dinner, along with the guides and their wives, and the forest supervisors.

The group was cosmopolitan as to source, age, and occupation. The members came from New York, San Francisco, Washington, and the cities and hamlets between. They were in their twenties and in their sixties. There were three doctors, a dentist, two teachers, a secretary, two farm managers, and others.

Eight-thirty on a July morning found us at the outfitters' on Moose Lake being assigned to our canoes. The morning was sunny and clear but not too hot. The guides as stern-paddlers suggested paddling techniques to the uninitiated. On this morning we saw our first loons and heard the calls that will ring in our ears and make us yearn for northern lakes forevermore. At the end of an hour's paddling, a short rest was given us and at the end of the next hour we had sandwiches and lemonade.

Camp was made that day and every day at two-thirty or three o'clock. This gave the guides ample time to set up tents, cook supper, and still include fishing and swimming.

(*Continued on page 81*)

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My Native New England

(*Continued from page 55*)

I spent the next day enjoying the famous old Cog Railroad that bore me to the top of Mount Washington. For years I had heard about it, yet this was the first time I had taken advantage of my opportunity to view the majesty of the mountains from such a height.

Several wonderful days were spent in a great, rambling lodge, once a huge barn—now furnished with fascinating antiques. High on a hill in the Belknap Mountain area, it commanded a sweeping view of the whole of Lake Winnipesaukee, with its 365 islands, "one for every day in the year."

After a four-hour sail on the famous "Mt. Washington" steamer, I drove to a small lodge on the very edge of the lake, where I stayed a week, exploring the shore and the islands with their fascinating folklore.

From Lake Winnipesaukee, I turned northeast to Maine. Far north, on Moosehead Lake, a wilderness paradise for hunters and fishermen, I spent several days at Squaw Mountain Inn. Exploring nature trails and talking with the interesting townspeople of Greenville added to my pleasure.

A drive through the famous lake regions of Maine took me south into Massachusetts. I arrived at Marblehead in time for Race Week, one of the greatest regatta events on the Atlantic seaboard. The charm and friendliness of this historic "rock-rimmed" old town are still retained, refreshingly unspoiled.

Following Pioneer Trails

(*Continued from page 56*)

heads into the great Southwest, following for the most part the famed Santa Fe Trail of pioneer times. The Santa Fe's office building and repair shops are the largest of their kind in the United States today. John Steuart Curry, a leading Kansas artist, has depicted the notable people and historic events of the state in his series of murals in the State House. Gaunt-eyed, dedicated John Brown is immortalized in these paintings. . . .

Abilene blends its present dignity as the early home of a great general and [when this was written] presidential candidate, with its notoriety as a tough cow town of the seventies. A reminder of its former status is the marker at the end of the old Chisholm Trail.

Now Abilene is proud to show the tourist the boyhood home of General Eisenhower. We stopped there on a hot midweek morning but cars from many states were already parked near by. Visitors had to be admitted in small groups. Beside Mount Vernon or Monticello, the home is humble, but compared with the average home of Kansas pioneering people, it is a comfortable one. Plants, once so lovingly cared for by the old mother, fill the living room. The rooms hold precious family possessions—the old easy chairs, the pictures, the Bible. Milestones are marked by a series of photographs of growing boys, in the upstairs hall. One feels the presence of courage and upright living, qualities which have marked Kansas settlers through the years. . . .

As the Union Pacific pushed west, the company sent agents all over the world to offer land at low prices to settlers. Towns were located seven or eight miles apart along the way, and homeseekers came by the thousands. At Ellsworth, Buffalo Bill Cody killed hundreds of buffalo to supply meat for the railroad workers.

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Iowa to Alaska

AUDREY A. WHITE
Teacher, Grades 5–6,
Hayes Consolidated School,
Storm Lake, Iowa

EQUIPPED with a thick book of rail and steamer tickets, I said goodbye to our Iowa cornfields and to lush green pastures filled with fat cattle.

At Portal, North Dakota, I boarded a Canadian Pacific train which hurried me through the Prairie Provinces.

From the Banff Springs station in Alberta I was taken to the magnificent Banff Springs Hotel. This beautiful building, sturdy as the mountains surrounding it, stands like a medieval castle, facing the famous Bow Valley. . . . I was thrilled anew by the ever-changing views along the highway from Banff to Lake Louise. The Chateau at Lake Louise, surrounded with thousands of golden poppies, faces the lake and Victoria Glacier.

After leaving Field, British Columbia, we reached the canyon where the mighty Frazer River rushes along close to the train.

In Vancouver I had only minutes to catch the "Princess" boat to the quaint English city of Victoria. There I stayed overnight at the ivy-covered Empress Hotel, which faces colorful Victoria harbor. I enjoyed the English atmosphere of this delightful city, its shops filled with exquisite china and durable woolens.

When I returned to Vancouver and boarded the "Princess Kathleen" it was difficult to realize that I still had the high light of my trip before me. On our journey to Alaska via the Inside Passage, we were never beyond the sight of land. We sailed through narrows where we could almost touch the banks and into bays where reflections caught the beauty of evergreen-clad mountains.

The passengers soon became good friends. With the help of a talented hostess and an able purser many activities were planned. Three times a day we enjoyed delicious meals, and after the evening's entertainment and dance a midnight lunch awaited us in the dining room.

Prince Rupert was our first port stop. Many passengers found it an excellent place to buy furs, but it also boasts the world's largest cold-storage plant for fish.

Ketchikan is an interesting village built on pilings. Its Totem Pole Park contains many totems. A patient guide explained their origin and meaning.

Juneau, the capital of Alaska, has a fine Federal Building and many new modern homes. The Territorial Museum is a must for every visitor, for it houses a collection of Russian and Eskimo art. Not far away is Mendenhall Glacier, the face of which is approximately half a mile wide and at least two hundred feet high. This 10,000-year-old ice, crystal clear, lasts five times as long as ordinary ice in commercial use.

The "Kathleen" docked at Skagway, our northernmost port, for two days, giving us a chance to go inland. I chose to take the narrow-gauge railway from Skagway to Bennett over White Pass. This road winds through some of the most spectacular scenery on the continent. It follows the "Trail of '98," which thousands of hardy men took in their rush to the Klondike.

I spent my day in Skagway visiting the old Pulien House hotel and museum where I became acquainted with Soapy Smith, Dan McGrew, and other characters that symbolize early days in the Klondike. . . .

Back again in Vancouver, I chose the Canadian National Railways for my journey eastward, so that I might glimpse majestic Mount Robson and visit the fine cities of Edmonton and Winnipeg.

For excerpts from two other prize articles, see page 74.

Hawaiian Volcano

MARION M. REED
Teacher, Grade 3, Lincoln School,
Fairfield, Conn.

AS OUR plane neared Honolulu, the pilot announced that during the night Kilauea had started to erupt on the "Big Island"—Hawaii. We circled over and around the mountain and even from that altitude it was a spectacle.

After some of the delightful places in Honolulu had been visited, a trip to see the volcano near at hand became a must. The island of Hawaii lies south of Honolulu, ninety minutes distant by plane. It is a region of lush, tropical splendor—the largest orchid-raising area in the world.

The people in Hilo, second largest city of the island group, live a relaxed existence compared to those of Honolulu. They are very courteous and gentle, eager to assist the tourist.

On three sides of the city are dark volcanic mountains which form a backdrop for daily performances by rainbows. There are many picturesque waterfalls.

It was evening when we went to see Kilauea in action. For miles before we reached the volcano, the fiery radiance in the sky forecast an awesome sight. Parking our car, we walked to the roped-off area at the edge of the huge fire pit called Halemaumau. Never had we seen anything so fearsome.

With an explosive roar, hot lava shot into the air, followed by a puff of sulphurlike smoke three hundred feet high. As the lava fell in one spot or another, it built up large mounds. Sometimes it formed a snakelike pattern. As we stood there marveling—wrapped in blankets, because of a cold wind and rain—we turned our faces from the heat of the inferno to see the moon shining on the ocean and valley below.

When we returned to view the spectacle by daylight, we saw spurts of steam issuing from cracks in the earth a mile before we reached the edge of the crater.

At still another place the lava resembled coal-black earth that had been plowed, furrowed, and piled high. Along its edges stood stark white trees.

When a lava-flow races down a mountainside, villages are submerged, and the land is lost for human use until long ages have repaired the damage.

A few miles away, at the Hawaii National Park Museum, every phase of volcanic history was told in charts, diagrams, and maps.

Less than an hour's ride distant was a chain of craters formed when lava from past eruptions had congealed and contracted, sinking to a firm base. At another place the lava had formed huge tunnels or subways. A native guide with a torch took us through.

Near a bathing beach, black sands had resulted from the lava rushing into the ocean and causing explosions. One volcano that had ceased erupting two years ago was still so hot that I couldn't hold a piece of lava in my hand. We didn't even stand in one spot very long because the heat came through the soles of our shoes.

The Great Smokies

ADDA DILTS
Helping Teacher,
Mason County Rural Schools,
Ludington, Mich.

DURING my years in the South, I had frequently visited the Great Smoky Mountains, but my last summer's trip through them was the most enjoyable of all. For one thing, I looked at their far-off vistas through the eyes of two friends who had never seen them before. Then too, on previous visits I had never been lucky enough to see their slopes covered with rhododendron in full bloom, nor to have several bears almost cause a traffic jam on the highway!

We found the Boundary Tree Inn, run by the Cherokee Co-operative, a delightful place to stay, away from the garish neon signs and peddlers of trash that have spoiled part of this area. The Inn has a salesroom for the Qualla Arts Co-operative, which markets the genuine handwork of more than one hundred Indian craftsmen on the reservation. Their work conforms to Southern Handicraft Guild standards.

Unfortunately it was too early in the season to see the historical pageant "Unto These Hills," which nightly draws thousands of people to Cherokee during July and August. We did capture some of its flavor, however, when a friend of mine who teaches in the government school took us to see the amphitheater with its gorgeous mountain backdrop, and also showed us the room where all the costumes (including the magnificent feather robe for the Eagle Dance) were in the making.

"Unto These Hills" tells the story of the band of Cherokees, led by their hero, Tsali, who hid in the Smokies while the rest of their tribe made the terrible journey over the "Trail of Tears" to Oklahoma in 1839.

My teacher friend also took us through the craft rooms of the school, and into one room on whose walls are frescoed murals depicting some of the Cherokee legends. She told us many of the legends, which they hope to have recorded so that others may enjoy them as we did. The Cherokee versions of the Creation and the Great Flood were especially vivid.

I have memories of talks with school people whose efforts are bringing modern consolidated schools to the South; of a visit with friends in the efficient and spacious new Save the Children Workroom in Knoxville, Tennessee, where the clothing from school Bundle Days is processed and sent overseas or to mountain centers; of a Maryville judge who discussed juvenile delinquency; of a matron in Friendsville Academy retiring after many years of service to mountain children; of social workers struggling with problems.

I realized anew the need for a planned exchange of young people, teachers, business and professional folk, between the North and the South, almost as much as between America and the rest of the world, to help break down the barriers of prejudice and misapprehension which still exist within our own land. We need to understand more about this great diversified country of ours. We need more travelers who make friendships through living and working in sections other than their own, and who can see more than the mere surface aspects of highways, eating places, and resorts. I have tried this plan (both here and abroad) over a period of some years—and I can recommend it to you.

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Handy Jenkins

(Continued from page 68)

"I want Handy Jenkins in the pageant," Larry said.

"Who is he?" asked Miss Daniels.

"Why, he's the greatest—well, just listen to some of the things he did."

For the next few minutes, the class listened with interest.

When he was finished, Ben Mason said, "I still vote for the Cottonwood Massacre."

"That's because you want to wear your uncle's Indian war bonnet—"

"That will do, Larry," interrupted Miss Daniels. "We don't have to vote today," she continued. "We'll take a little time each day this week for studying the history of the valley."

Seth brought the old journal to school, but the children were more interested in the headdress Ben showed them.

Larry was discouraged. "But I know the life of Handy Jenkins is the right thing to show," he said to Mr. Jameison, one day after school. "It wasn't fighting with the Indians that built up this country. It was getting along with them as Handy did."

"Want me to come and tell them about Handy?" old Mr. Jameison asked.

A few days later, the frail old man sat on the platform. "I can remember how hungry I was," he began, "and how cold, and scared. I was a little tad, but I remember. It was called 'the big blizzard' always. We were all in the meeting house—all that could come. More than half the folks were sick from colds and lack of food. The snow was banked almost to the top of the windows. It was gloomy and dark in the middle of the day."

A shiver swept the room as if all the children felt the cold and gloom.

"The grown folks were praying for food," he went on. "Us young ones were whimpering with hunger." He paused, and leaned forward, a smile lighting his wrinkled face. "Ever have a prayer answered right spang in your face?" he asked. "It's something you won't forget easily. In all these years, I have never forgotten the wonder of that moment when Handy Jenkins staggered into the room followed by five Indians. All of them had packs of food. All of them had frozen feet, too—and snow blindness—and a weariness almost beyond endurance. Why did these Indians risk their lives to bring us food? Not through love of us, but because of Handy, *their friend*. It was because Handy had kept faith with them that they kept faith with the settlers. It's a wonderful thing," the old man concluded, "what a man can do with friendliness and the Golden Rule. Handy used no other weapons."

There was a moment's silence; then everyone applauded.

"If Mr. Jameison cares to answer a few questions," Miss Daniels said, "we'll be grateful."

Finally she intervened. "You have been most kind, Mr. Jameison," she said, and thanked him for the class.

While Larry was helping the old gentleman to his car, Ben raised his hand. "While Larry's out," he began, "let's vote to have our pageant about Handy. We can sure make that exciting, and," he added with a grin, "I can use the war bonnet in it, too."

It was settled by the time Larry returned. They laughed and cheered at his surprise. They cheered more a few days later when their episode was selected for the central theme of the pageant.

"Just as it ought to be," Larry declared, happily. "Handy deserves the center of the stage."

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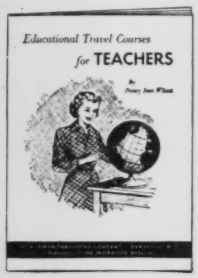
by Nancy Jean Wilcox, Ph. D.

with foreword by Paul H. Kinsel, authority on educational travel.



EDUCATIONAL TRAVEL COURSES FOR TEACHERS, a 48-page book, is the most comprehensive and authoritative treatment of this subject ever published. The manuscript on which it is based has been accepted by Cornell University as a thesis for the Doctor of Philosophy degree. The author has assisted in preparing this condensed version.

In gathering data on 102 colleges offering educational travel courses from 1946 through 1951, the author conferred personally with teacher travelers, staff members of colleges, officials of Departments of Education in twenty-two states, and representatives of travel bureaus and transportation companies. She also sent letters and questionnaires to faculty travel leaders and administrators in colleges, and consulted all available references.

To obtain a copy of Educational Travel Courses for Teachers, send your request, with 25 cents, to:

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The Penny That Couldn't Be Spent

(Continued from page 39)

Pat shook her head. "No. A penny is not enough money to buy an ice-cream cone."

Nancy and Nora looked very sad.

"Well, I'll tell you what," suggested Pete. "If you would wash all the table tops, we would pay you with ice-cream cones."

So Nancy and Nora very carefully wiped the table tops with some cloths. When they were done Pete gave Nancy a vanilla ice-cream cone and Pat gave Nora a chocolate cone.

"Thank you," said the girls.

"Thank *you*," said Pete and Pat.

Oh, the ice cream tasted so good!

"We still have our penny," said Nora.

"Then let's buy some pretzels at the grocery store," said Nancy. So the sisters hurried along down the street to the grocery store. The man behind the counter was Mr. Mallard. But no one called him that. Everyone called him "Mr. Duck."

"Mr. Duck," said Nancy. "We found a penny in our yard. Could we buy some pretzels with it?"

"No," Mr. Duck shook his head. "A penny isn't enough money to buy pretzels."

Nancy and Nora looked very sad.

"But I tell you what," said Mr. Duck. "If you would put these cans on the shelves, I would pay you with some pretzels."

So Nancy and Nora very neatly put the cans on the shelves of Mr. Duck's grocery store. When they finished, Mr. Duck gave each of them two pretzels.

"Thank you," said the girls.

"Thank *you*," said Mr. Duck.

Oh, the pretzels tasted so good!

"We *still* have our penny," said Nancy.

"Let's go to the drugstore and buy some peppermints," said Nora.

So the sisters walked to the drugstore. A boy named Billy sold the candy there.

"Hello, Mr. Billy," said Nancy. "We found a penny when we were playing."

Nora asked, "Could we buy some peppermints with it?"

Billy shook his head. "No," he answered. "A penny isn't enough money to buy peppermints."

Nancy and Nora looked very sad.

"But I tell you what," said Billy. "If you would sweep the sidewalk in front of the store, I would pay you with some peppermints."

So Nancy and Nora took the brooms and swept the sidewalk very clean. When they finished, Billy gave them each some peppermints.

"Thank you," said the girls.

"Thank *you*," said Billy.

Oh, the peppermints tasted so good!

"But we *still* have our penny," said Nora.

"Let's take it home and show it to Mommie," said Nancy.

The sisters ran home as fast as they could. "Mommie! Mommie!" they called. "Look at our shiny penny. We found it in the front yard."

"Oh, how nice." Mommie looked at it. Then she asked, "What are you going to do with the penny?"

Nancy looked at Nora. Nora looked at Nancy. Then together they said, "We are going to put it in our piggy bank."

And that is just what they did.

For Any Patriotic Occasion

(Continued from page 39)

make these United States a homeland for you and me. In particular, we honor our own family pioneers—our grandparents, great-grandparents, and those who came before them. Now we would like to tell you a little about some of them."

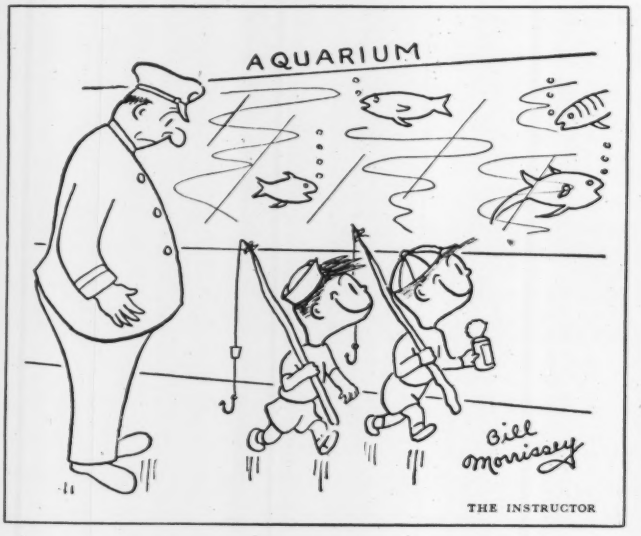
One by one, the other boys stepped up to the melting pot, each selecting a flag and holding it while he gave an account of his own ancestry, which his parents helped him write or prepare. (A child who has no distinctive racial background could select a nationality and discuss the contribution its people have made to our land.)

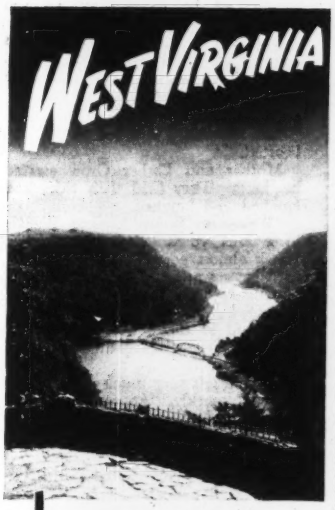
When the last child had spoken, the group formed a semicircle around the Stars and Stripes in the melting pot. They sang "God Bless America," joined by the audience.

"Despite its simplicity," the author wrote, "the skit proved very popular with our audience. As a former teacher, I think it is particularly appropriate for classroom use because of its flexibility and the unusual parent-child-teacher participation.

"Simple props, the relatively large number who can take part in it and the encouragement of tolerant considerations for one another are important factors to remember."

EDITORIAL NOTE: "God Bless America" is published by Irving Berlin, Inc., 799 Seventh Avenue, New York.





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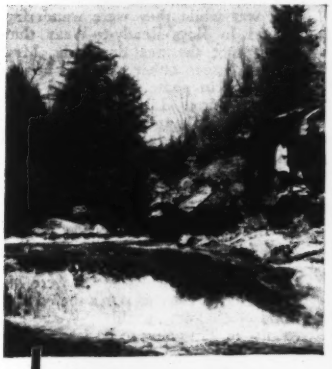

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About Formal Productions

(*Continued from page 39*)

6. Specific directions about time of arriving for dress and final rehearsals, where to stay until time to go on stage, and other data, to avoid confusion.

7. Any information about who is invited to see the program, how tickets can be obtained, and so on.

If costumes have to be donned just prior to the performance, have plenty of people on hand to help. Provide a slip of paper with a complete description of what a child is to wear so the costume won't be minus finishing touches. The dressers can be responsible for hand properties too.

There's bound to be more formality about a large production planned for an audience than to a creative-dramatic activity carried on in the classroom. Don't get the idea that there can be nothing creative about a large production, however. Usually your pageant or operetta or long play is divided into scenes. Even though the children do not originate the plot of each scene, they can develop some of the dialogue and invent stage business. A scene becomes creative as the children live with it, understand it, and *ad lib* it. It's the director's responsibility to see that the essentials are retained.

Another way a child can be creative in any dramatic production is by individually "making something of the part." He can be the most convincing Indian or Pilgrim or Bluebird or Abraham Lincoln the school ever had if he is encouraged to visualize himself in the role and imagine how the person or creature he represents would be in reality.

There is a world of difference between merely repeating words and saying them as though no one had ever expressed exactly the same thought before. The best directors do not speak a character's lines in order to show him how they should be said.

Rather, the director tries to help the actors to feel the part by building word pictures and asking leading questions: "Is this policeman a little, quiet, scared fellow? Is he a blustering bully? Is he firm and strong but kind? Then how would he tell the boy to keep out of the road?"

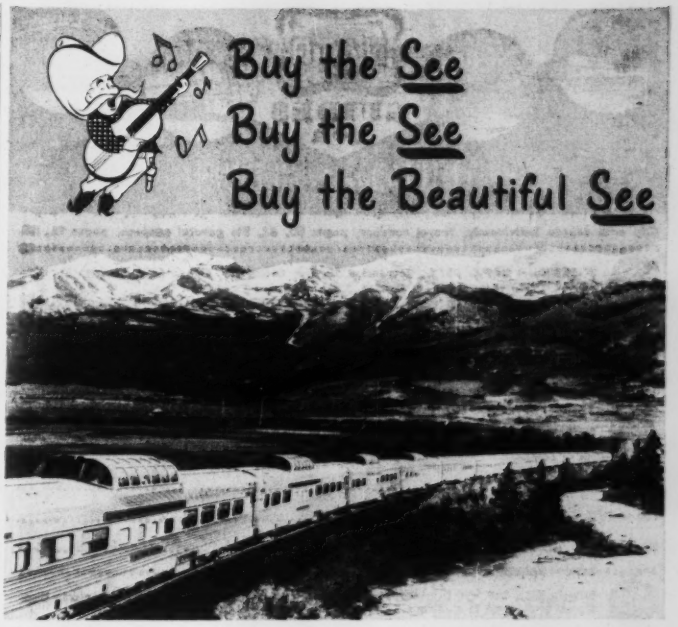
New Records

(*Continued from page 20*)

the great event, and may have asked you a variety of questions about our new president. If your answers weren't too clear, you might like to buy a record in the "Sing a Song of Presidents" series—*Dwight D. Eisenhower* (Records of Knowledge, No. 5, ROK 17, $1.25). This record is really a song ballad about our new president, from his boyhood to the White House. The six stanzas are nicely relieved of any possible monotony by short dramatized anecdotes. Your class will especially love the "plebe" incident, and will enjoy the cover pictures.

If your class is a bundle of sophistication, or in the seventh or eighth grade, they will be much interested in a brand-new sixty-minute recording called *Mr. President* (RCA Victor, WDM 1753, 45 rpm, $4.90; or LM 1753, 33⅓ rpm, $5.45). This dramatic album records twenty years of the American political scene. Among the actual voices, Hoover, Roosevelt, Al Smith, Alf Landon, Huey Long, and General MacArthur are just a few who are heard. All material used was most carefully selected, and the

(*Continued on page 82*)



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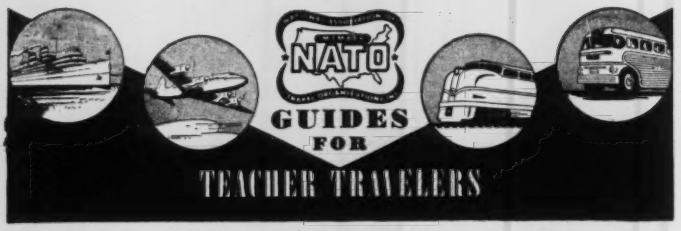

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An Exchange for a Day

(*Continued from page 70*)

"Into the house?" exclaimed Jamie. "Why, Carlo is a watchdog; he never goes into the house. He's more at home in the yard."

"If you don't mind, Jamie," said Lois Ann icily, "I'll take Binky back home with me." Then Binky caught sight of her. He scampered toward her, every part of him vibrating with his welcome. Then he tugged at Lois Ann's sleeve to remind her that he could do with a little petting. Lois Ann picked him up and fondled him. "You're the nicest dog I know, Binky," she told him.

Suddenly Jamie started to laugh. "Maybe it's a good thing we exchanged pets for a day," he said. "Now we know we like our own dogs best."

Lois Ann laughed too. "Maybe after this, we'll have enough sense to be satisfied with what we have." She and Binky got into the car.

As the car went out of the farmyard, Lois Ann looked back. Carlo was standing on his hind feet with two muddy forepaws on Jamie's right sleeve. But Jamie wasn't scolding him; he was petting him tenderly.

Blackie Learns to Fly

(*Continued from page 29*)

Didn't they know that he was dreadfully hungry and in desperate need of them?

Blackie thought that he would have a look around, and started walking toward the near hillside. As he hopped along, he was astonished by the strange sights he saw, many of which he didn't understand. There were many different kinds of spring flowers, a small creek, and huge rocks. He saw a few woodland folks going about their business, but they paid no attention to him.

He approached the hillside, and not watching where he was going, he collided with Pat Partridge. The sudden collision took Pat Partridge unaware, and it startled him. He flew off in a rush, making a roaring noise with his rapidly flapping wings. This in turn startled Blackie, and he screamed, "Caw! Caw! Caw!"

A loud "Hoot! Hoot!" sounded above him, and he looked upward toward the sound. Blackie saw a large strange bird. Again, it shouted, "Hoot! Hoot!" and flapped its wide wings.

A terrible fear engulfed Blackie. The first thought that came into his head was—Charlie Chicken Hawk!

For an awful instant Blackie was paralyzed with fear. Then he gave a jump—a really tremendous leap—and flapped his wings with all his strength. Suddenly he was in the air! What a surprise! He was flying!

"How wonderful!" thought Blackie. "Flying is really easy!"

He kept going higher. He forgot to look to see whether Charlie Chicken Hawk was chasing him. He hurried for home as fast as his wings would carry him.

There, waiting for him on the front porch were Mother and Father Crow.

"Look, Mother! Blackie is flying!" exclaimed Father.

"Where in the world have you been?" asked Mother. "We were worried about you."

Breathless from flying, Blackie related his experiences. When he came to the climax of his adventure he became excited, and exclaimed, "I heard a hoot and I looked up. And there on a limb of a tree sat the largest bird I have ever seen! I knew it must be Charlie Chicken Hawk! He looked real mean and hooted at me again! Then he flapped his wings with all his might, as if he were getting ready to come right after me!" Straightening himself up to his fullest height, Blackie expanded his chest. "That is when I decided to fly," he boasted.

Mother and Father Crow started laughing. They held their sides and laughed and laughed.

"What's so funny?" asked Blackie in a hurt voice. "Charlie Chicken Hawk almost got me."

"That wasn't Charlie Chicken Hawk," said Father. "That was Old Mr. Owl. You disturbed his daytime nap, and it made him angry. He wouldn't harm a feather on your body."

Blackie felt very much embarrassed. He said meekly, "Anyway, I learned how to fly."

"Yes, you did, Son, and I'm proud of you," smiled Mother. "And for the first time in your life, you've forgotten to be hungry."

Blackie opened wide his mouth, and cried, "Caw! Caw! Caw!"

Wednesday's Lion

(*Continued from page 29*)

not to catch your tail," said Jasper. "Be very, very careful." Lambert *was* careful of his tail—but he *insisted* on going round and round in the revolving door sixteen times—just for the fun of it.

It was while they were wandering around in Boys'-Ready-to-Wear that Jasper met the next-door-lady, Mrs. Flynn. Jasper rather expected her to break out in goose bumps, and start yelling, "Lion! Lion!" But nothing of the sort happened. Mrs. Flynn simply said, "Fancy bumping into you here!" Then she bobbed along to Ladies'-Ready-to-Wear.

"My, but I'd like some cowboy boots," Lambert was saying, "but one bad thing about being a lion is that you need two pairs of everything."

Jasper was looking at a Hopalong Cassidy outfit and wishing it were his—when suddenly he remembered the *time!* "Zingo!" he said. "We've got to run, or I'm going to be late for my music lesson."

Lambert sat on Miss Treble Clef's front steps, and he hummed and he drummed while Jasper played his scales, and got his violin lesson for the next week.

Then Jasper Jones and the lion walked home together. They took the long way—through the park.

While they walked they talked. Lambert told his adventures as a lion. And Jasper told his adventures, as a boy.

After Jasper had said his favorite wish was to fly to the South Pole like Admiral Byrd, and after Lambert had said his favorite wish was to learn to play the violin, they began wondering. They wondered what happens to a tadpole's tail after he becomes a frog. They wondered where the June bugs go in the wintertime. They wondered why there are only twenty-eight days in February.

And the first thing Jasper knew—there he was home again.

"Good-by," said Lambert. And he gave Jasper his paw to shake. "Good-by," said Jasper. And he didn't seem a *bit* surprised when the lion disappeared through that *same* secret crack in the sidewalk.

Jasper Jones didn't see hide nor hair of Lambert the Lion for a whole week until the next Wednesday at half-past three—when he made him up all over again!

Ho! Voyageur!

(Continued from page 74)

The first night our tents were pitched alongside the Carp River, but for all I heard of rushing waters I might as well have been home in bed.

For breakfast we had coffee, juices, bacon, fried potatoes, and toast. Then tents came down, duffel bags were packed, clumsily, and we crossed our first portage—wondering if there were anything in those bags which could be discarded! One of our portages found us on the Canadian side of a lake. No customs officials were there, however, to make us unpack and repack. Guides carried the canoes on their shoulders or, wading waist deep in the water, guided them around rapids.

That night we camped on beautiful Knife Lake. After a memorable hour on the water, tinted by the sunset, we joined a group at the campfire on the rocks and sang old American folk songs along with the hit tunes of the day.

The third day we remained "put," and the guides took us to Dix Lake for fishing. . . . Never did fish taste better than those that John cooked over a wood fire out of doors!

The fourth day was to be the test of our stamina. Nine portages, five uphill and four down—with the fourth the steepest and longest—were the schedule for the day. These we could not have done on the first or second day, but now we carried our own personal duffels across and returned for others containing tents or food.

One day we put in at the Isle of Pines, owned by Dorothy Molter, a former Chicago nurse. Dorothy's father set up his cobbler's equipment and expertly mended a shoe for one of our trail riders. Meanwhile, we refreshed ourselves with soft drinks cooled by ice which Dorothy and her father had cut the previous winter. Dorothy rents housekeeping cabins—but you can reach the Isle of Pines only by canoe or seaplane.

Insula Lake provided the loveliest of the camp sites—a rocky point of land with a grassy slope between forest and lake, a tiny harbor, and picnic tables made by the Forestry Service.

Later portages were shorter and more picturesque. We came into rivers filled from bank to bank with white and yellow water lilies. Our intended camp site on Lake Three was already occupied and camping etiquette demanded we find another. We settled on a tiny island where our swimmers tested their prowess by swimming around it.

I had become a fair bow paddler, but I was determined to master the art of stern paddling; four-thirty the next morning found me paddling to other islands, enjoying the sunrise, and scanning the rocky shores for signs of bird and animal activity.

I'm glad the lakes were rough on our last day. There is something satisfying in "bucking" the wind and proving one's mettle. In the lee of an island, seven canoes rested a few moments before rounding the next point into the teeth of the wind. As we in the first canoe came out from our shelter we saw a doe swimming with her two fawns to safety on the mainland. Such a sight is reserved for those who leave their books, their "comfy" chairs, their trodden roads, and strike out into the wilderness.

Home again, I proudly displayed a little green card carrying a picture of two voyageurs and bearing this inscription: *Having paddled or portaged a canoe in the famous Quetico-Superior Canoe Country, Miss Marion C. Clark is now proclaimed A True Voyageur.*

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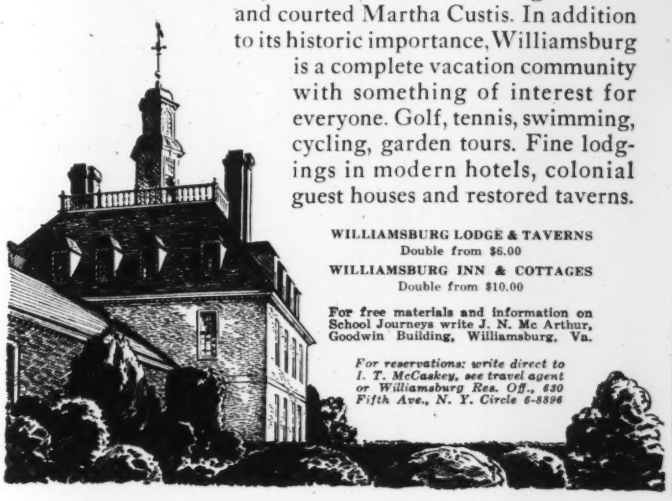

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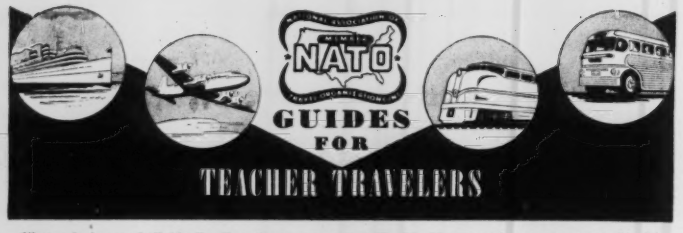

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Our Second-Grade Diary

(*Continued from page 23*)

over the tape. We were glad we had learned about units and tens because the firemen had to know them to read the number.

We asked how the men got downstairs quickly! We knew they used poles but we wanted to see them slide down. The lieutenant tapped on the pole, and two firemen slid down before we could say "lickety split."

Deputy Chief Lind said that he would have the men take out the hook and ladder truck if we would like it. He didn't have to ask us twice. The firemen put two props on either side of the truck so it wouldn't tip over when the ladder was raised.

The ladder went up very quickly because the firemen said that it had a hydraulic lift. Then one of the firemen climbed to the top. He looked like a circus man on television. The girls squealed, and the boys wished they were firemen.

We took pictures of the fire truck. We could understand why we didn't need hook and ladder trucks in Paramus where there aren't many tall buildings.

Before we left we asked the Deputy Chief if they had a dog. For the second time we were disappointed.

We thanked all the firemen and then boarded the bus for our town.

May 14—

We painted pictures of a hook and ladder truck. They looked just like the pictures we took.

We made riddles about all the things we had seen. We sang a song about a fire engine.

Today we had to get our booster shots. We tried to be as brave as firemen, but some tears rolled down our cheeks. Our teacher said that this happens to firemen when smoke gets in their eyes. Then, she read us a story about the brave firemen. We are brave too!

Gene and the Farm Babies

(*Continued from page 27*)

and looked up at the place where the limb had been torn loose. "I guess the tree was rotten there and that made it weak."

He stood up on the fallen limb and looked closer. "Well, crickety! Isn't that something!"

"What is it?" Gene asked.

"Come here," Grandfather said, and lifted him up. In a hole in the tree trunk were three tiny animals.

"What are they—little rats?" Gene asked.

"No, they are baby squirrels."

"Squirrels! But they haven't any fur or bushy tails!"

"No," his grandfather explained. "They never do when they are newly born. But now where is the mother squirrel? Something must have happened to her, or she would be near."

"Who will take care of her babies then?" Nancy said.

"It will be quite a task for someone," Grandpa said. "They will have to be fed milk every two hours or so with a medicine dropper and—"

"Oh, could I?" Gene asked.

"It will be lots of work, remember. And Saturday there's a picnic you'd have to miss, because they have to be looked after all day and every day."

"I will! I'll be glad to. Please let me try," Gene begged, and his grandfather nodded.

It was, indeed, a long hard task. Every few hours Gene had to prepare the milk and feed it, drop by drop, to the hungry babies. Finally they could nibble at the walnut meats which he held for them. Soon they were covered with short, fluffy fur and a fringe of hair came on each side of their tails, so that they no longer looked like little rats.

"They're prettier now," Nancy said, climbing up to peek. "Have you named them yet?"

"Yes, they are Nibble, Nosey, and Nippy," Gene answered. "I call this one Nippy because he nipped my finger by mistake once when I held a nut for him."

Then he added, "I'm glad they got partly grown up before I have to go home. It's only two weeks now."

Caring for the squirrels had not caused Gene to forget the five puppies. He played with them in the haymow every day. Each time, he cuddled Chocolate the longest and looked longingly into its big brown eyes.

Then it was time for Gene's visit to end. His father, mother, and the twins had arrived the evening before, to take him home in the car.

Gene went to the barn to say goodby to the puppies. As he lifted Chocolate into his arms, the little dog licked his cheek and Gene held the fat little body close.

Just then Grandfather came into the barn and he was smiling. "I've just been talking to your mother," he said, "and I told her how you took such good care of the squirrels, and she agreed with me that you are old enough now—"

"To have a dog?" Gene almost shouted. "To have this puppy, Grandpa?"

His grandfather nodded.

"Chocolate, hear that? You're mine! Sure, I'll take just as good care of him as Mummy does of the twins. I 'spect I can even help her with them now," he added thoughtfully.

New Records

(*Continued from page 79*)

trite "quotes" have been replaced by relatively unheard gems. James Fleming, who compiled the album, claims that he spent "four years listening to twenty years of history," and I say, "Hats off," for his top-notch job.

What happens when a pupil mentions "jazz"? Do you let him know that it is beneath your standards of taste? Of course, you mean to imply that it should also be beneath *his* standards, but I doubt that you have made your point! Because even if you really do shudder at a radio playing bebop full blast, you can't escape the fact that jazz is a real part of American life and has its place in the musical sun.

I don't advise that you cram every music time with strains of the "Bunny Hop" or whatever happens to be popular at the time, but I do suggest that you buy a record that will help to explain to children just where our jazz music came from. *Jazz Band* (Young People's Records, YPR 410, 78 rpm, $1.25) begins with the story of Chief Masumbo, who is captured in Africa and brought to American slavery. He manages to bring along the antelope hide which he had used for a drum, and his rhythms and songs help to trace jazz from the slaves' cotton-picking songs through the freedom songs, and on to a New Orleans café. The music, played by several jazz men who were featured on the 1947 Esquire Poll, is provided in true New Orleans improvisation style. Give it a try, and your class will think you've grown twenty years younger as they watch you tap your foot while the band "swings out."

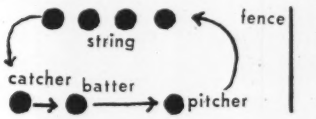
Spring Games

Over the Fence—

Katherine M. Small

THIS game teaches baseball skills. It should be played near a fence. A tennis net or a string suspended about three feet from the ground may represent the fence.

The pitcher stands with his back to the fence. The batter faces the pitcher about sixty-four feet away (the distance between the pitcher's box and first base in a regular diamond). The catcher is behind the batter in his usual position.



Each batter is allowed one strike. If he touches the ball with the bat he scores one point for himself. If he succeeds in knocking it over the "fence" he scores two points for himself. The catcher then moves up and becomes batter. The batter becomes pitcher and the pitcher goes to the "string" (line of players waiting for their turn) where he waits to take his turn as catcher, batter, and pitcher again.

If there are only a few players, each player keeps his own score and after an equal number of turns the scores are totaled and the winner announced. If there are many playing, they may be divided into two teams and the total score for the team kept. In this case each player on each team should have an equal number of turns.

Younger people often prefer this fast-moving game to the more organized game of regular baseball.

For May Day—

Bernice Walz

FOR this game, one boy is chosen king and a girl, queen. They go in separate directions and hide while the rest of the children blind their eyes and count aloud to 50. Then everyone scatters, the boys looking for the king while the girls look for the queen. As soon as a boy finds the king he quietly hides with him. When a girl finds the queen, she hides with her. Continue until all have found their king and queen. The first boy to find the king is the king for the next game and the first girl becomes the queen.

To play this game each child must have a May basket. Assign a different letter of the alphabet to each child. In a given amount of time each one is to gather things he finds beginning with his letter of the alphabet and put them in his basket. For example, the child with C could put in such articles as chalk, crayon, and cup. The one with the most wins.

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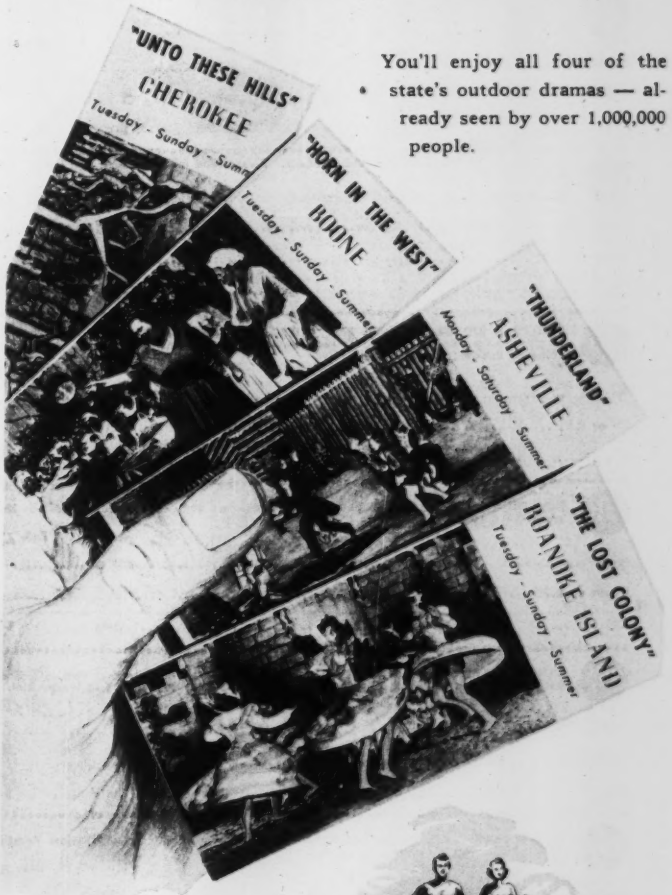

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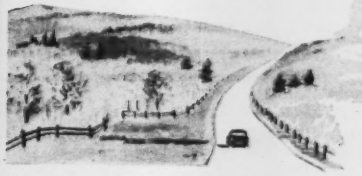

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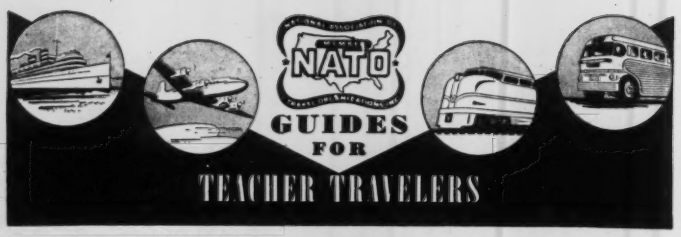

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INS. **141**

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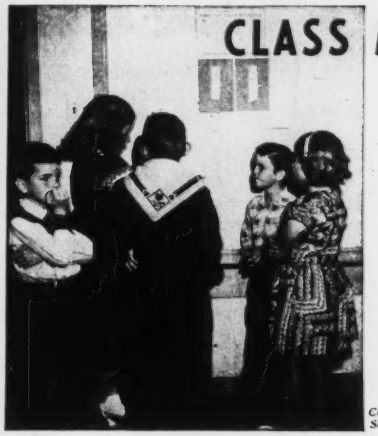
Why Hold CLASS MEETINGS?



Courtesy, Schools Service Center, San Diego County, California

This fourth-grade committee is deciding what boy and girl should be awarded "Citizen of the Week" ribbons at the class meeting on Friday. Ribbons say: Citizen of the Week, Fourth Grade, date, and name of school.

Emilyn Roberts

Teacher, Fourth Grade
Imperial Beach School
South Bay Union District
San Diego County, California

I WAS emboldened to set aside time for a weekly class meeting in the fourth grade because of the intense emotional interest the children took in the class meetings we held at infrequent intervals. From the first, I was astounded at what a clearinghouse a class meeting could be. It was a psychiatrist's couch, a town meeting, a trial by jury, and neighborhood scraps—all in one package. The ambitions, the rivalries, the loyalties, the jealousies, the likes and dislikes, all the unresolved emotional problems which cause pressures, were unwrapped and spread before us.

Much of the pressure was relieved through the reports of the monitors—line, desk, lavatory, safety, kickball, and so on. A report would be followed by discussion, sometimes argument, all sides given a hearing, until an acceptable plan for resolving was evolved.

How can you tell a legitimate "gripe" from tattle, gossip, quarreling, legalized bickering? This was always our major problem. Its resolution, in each case, took time and concentration, but, since good will is spread by adults who know the difference, a teacher may well take the time to teach such distinctions to her children.

Many of the complaints were based on playground activities. Albert was "hogging" the basketball; Harold wouldn't let anyone else be kickball captain at noons and his side was always up first and stayed up all noon. Harry was trying to kiss all the girls.

An orderly discussion, led by the class president, with guidance from the teacher, aired situations like these. To whom does the basketball belong, Albert or the whole room? Does a person set himself up as captain or is he selected? Do girls *have* to let boys kiss them?

All conclusions were reached in our class meetings by democratic procedure. I never superimposed a ruling unless the children's decision was dangerous or against school policy. (We couldn't vote for a field trip and go galloping out the door.)

In every situation possible, the children *were* permitted to make the decision. Their suggestions for easing or curing a situation were often remarkably apt. *They* knew what would influence their fellow men. Discussions were often heated, but that's democratic procedure. We learned to listen to speeches that bored us, but that's democratic procedure too.

The class meeting stimulated oral communication, developed self-expression, improved speech. The children learned to express themselves verbally, to weigh and measure orally, also to defend themselves, uphold their rights, not be submissive. This stimulation was especially good for the children who were timid.

Through hearing different attitudes and points of view, the children developed imagination. They learned to say and use terms inherent in a democracy. This helped them understand their own country and current news. A neat dividend was the mirrorlike glimpses I got of the inner child.

Normally, in the fourth grade a child is highly sensitive to the opinion of his classmates. He'd rather be a "stinker," if that's what his group admires, than be the model boy whom the principal praises. Use ingenuity to get a good element in control in the beginning. Back it up at every opportunity. Praise every desirable manifestation. Be fair. Be consistent. Then, with a weekly class meeting, you are set to make a tremendous amount of progress in ethical education in a year.

One footnote. Don't try to use this type of meeting as an Open House activity. Their group spirit inhibits a class from airing "private" problems in front of strangers.

School is an enterprise in learning and living. Since modern psychology has shown us that our emotions, not our minds, govern most of our actions, taking time to educate emotions needs no apology. The resolution of emotional problems makes room for friendly, constructive feelings and good will. And I needn't point out that, all the while, in class meetings, you are training for leadership.

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The Teachers' *Rest* Room

Mabel H. Johnson

When calling upon the superintendent of a large elementary school one day I had to wait a few minutes. I asked to be shown to the teachers' rest room, thinking I would be more relaxed and comfortable there. What a surprise I had! I was shown a room which opened off the main hall. This hall was light and cheerful so I was entirely unprepared to see the rest room with its ugly, dark gray walls and dull brown woodwork.

I sank into a divan and looked about me, but soon jumped up. On the wall confronting me hung two pictures done in brown or sepia tones. One was "The Lost Chord"; the other "The End of the Trail."

Later I reported my impression to the superintendent and today that room is as cheerful and as rosy as the other parts of the building. Gaily colored, cheerful prints have replaced the former dreary pictures.

Government workers are allowed a ten-minute rest period twice a day. Why not our school teachers? A wise principal could arrange so that each teacher could have a few moments away from her load of noisy, restless pupils. It would result in a more relaxed teacher.

We invite young people to become teachers, and want them to like teaching well enough to stay with the profession. Let's not show them "The Lost Chord" or "The End of the Trail" during their few moments of rest and relaxation in the teachers' rest room.

A Health Song

Grace Oliphant

(*Tune—"Swinging on a Star"*)

Would you like to have bodies strong,
Greeting each new day with a song;
And be happy all the year long
Or would you rather be a "gink"?

A "gink" is a child who won't eat the proper food.
He just wants candy and such.
He won't drink milk, nor vegetables take
He whines and cries with the stomachache,
And if you choose wrong foods and coffee drink,
You may grow up to be a "gink."

Or would you rather have bodies strong,
Greeting each new day with a song;
And be happy all the year long
Or would you rather be a "droop"?

A "droop" is a child who won't play out-of-doors,
He sleeps with his windows shut at night;
He won't brush his teeth, and he hates to take a bath,
He's all stooped over, and will never laugh,
And if for Health Rules you don't care a whoop,
You may grow up to be a "droop."

Let's all eat the Basic Seven foods
Chew them well and drink milk so good,
Sleep and rest as all children should.
Then we will want to work and play.
And we'll be happy all the day.

NOTE: "Swinging on a Star" (Burke and Van Huesen, Inc.) is available at most music stores.

With plenty of shipboard fun through the picturesque waters of Quebec Province

See cosmopolitan Montreal...quaint Quebec...old costumes and customs in the habitant country . . . Ste. Anne de Beaupré . . . and for contrast, the Manoir Richelieu at smart Murray Bay . . . and friendly Tadoussac.

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Clip each coupon individually. Travel coupons, pages 80, 82, 84; general coupons, pages 86, 88.

FREE **FIRST LOAN COMPANY, Dept. A-133.** Please send me, in a plain envelope, complete information about your Borrow-By-Mail service for teachers, as described in advertisement on back cover.

INS. **328**

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 5-53

FREE **SOCIETY FOR VISUAL EDUCATION, INC.** Please send me a free set of correlation charts showing how the new SVE filmstrip series "Your Dictionary and How to Use It" correlates with the reading programs of five leading publishers.

INS. **197**

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FREE **MILTON BRADLEY COMPANY.** Please send me full-color instructive folder on making many wonderful things with clay, entitled "Modeling with Clay."

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FREE **ENCYCLOPAEDIA BRITANNICA FILMS.** Please send "Where-to-Use EBFilms Guide" (Utilization Listing) and "Quick Reference Order Blank" as mentioned in EBF advertisements. Also send new Filmstrip catalog.

INS. **68**

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Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 5-53

FREE **WORLD BOOK, Box 3565.** Please send me details of World Book's Teacher Plan, describing possible summer employment.

INS. **64**

Name .....

Street or R.D. .....

City ..... Zone ..... State 5-53

FREE **EYE GATE HOUSE, INC.** Please send me your colorful brochure which describes the Eye Gate Filmstrip Club Plan, and the fully illustrated 1952-1953 edition of the Eye Gate Filmstrip Catalog. (Please see our advertisement on Page 11.)

INS. **291**

Name ..... Position .....

Street or R.D. ..... School .....

City ..... Zone ..... State 5-53

FREE **A. B. DICK COMPANY, Dept. 1R-553-M.** Please send me full information as checked below:
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INS. **332**

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Street or R.D. .....

City ..... Zone ..... State 5-53

FREE **GENERAL MOTORS, Dept. of Public Relations.** Please send me, for myself and my pupils, ... reprints of your advertisement which appears on Page 7. Also a copy of your booklet "Power Primer."

INS. **83**

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Street or R.D. ..... No. Pupils .....

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FREE **TEACHERS CASUALTY UNDERWRITERS.** I am interested in knowing about T.C.U.'s "10-Way Protection" Policy against accident, sickness, and quarantine, at a cost of less than a nickel a day.

INS. **18**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 5-53

Radio Puts ZIP into Weather Study

RUTH H. LEE

Teaching Principal, Potowomut School,
Warwick System, Rhode Island

WEATHER is always an interesting subject to teach, but last year in a fifth and sixth grade we tried a new approach, which not only stimulated new enthusiasm in the pupils, but put the subject matter over better than ever before.

Using diagrams on the blackboard, the entire class discussed weather, following this outline.

1. What causes weather.
2. How environment affects the weather.
3. How seasons affect weather.
4. The difference between weather and climate.
5. New England weather.
6. What causes the variations in New England weather.
7. Relation of barometric pressure to prediction of weather.
8. Wind velocity and weather.
9. Rainfall and its measurement.
10. Annual rainfall in New England.
11. How annual rainfall affects mankind and industries.

After we had covered the subject thoroughly, I told the class I would bring a portable radio next morning and we would tune in to the weather broadcast at 8:30 A.M. We would take down certain information and keep track of it, and make graphs from our weather maps, so that we could predict the weather for the next day.

The weather maps were made on project paper and thumbtacked to the bulletin board. An outline of the United States of America was drawn on each one and then the class was divided into working groups to handle each map.

Before the radio broadcast, each child copied a chart from the blackboard with blank spaces provided for humidity, barometric pressure, weather variations, high tide and low tide, sunrise and sunset, and also the major temperatures of all the important stations in the United States, plus storm areas existing during the twenty-four hours previous.

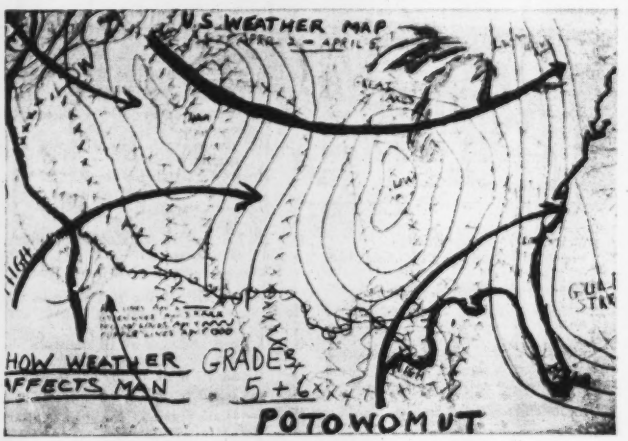
As 8:30 neared, a tension stole over the schoolroom. Everyone was very quiet, pencil ready. I turned on the radio. The youngsters began copying down the data in the blank spaces on their charts as the information was given by the bureau announcer. I too worked hard at the blackboard keeping up with the announcer. At the end of the broadcast, I turned the radio off and we discussed for the next hour the results of what we had heard.

The working groups then put their information on their big weather maps on the bulletin board, using the circles and lines as shown in the weather maps in the local newspapers.

Very interesting points came up in our discussions. For instance, we noticed that the wind velocity atop Mount Washington, N.H., was generally three times greater than at Block Island, R.I. This led to good research work by various groups concerning wind velocities at different altitudes and its effect on weather.

Keeping the weather reports and graphs over a period of two weeks enabled the students to become well acquainted with the use of graph material, the computations of the thermometer, and the making of weather maps for high- and low-pressure areas. These areas were drawn in crayon, using a different color for each day, thus enabling pupils to follow these pressure areas across the continent.

The pupils emerged from this project well versed in the science of weather causations, variations, and their effect on man. It did not seem like another chapter in a science book to them; it was a real experience in which they all had participated.



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Summer Festival of the Arts,
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Name .....

Address .....

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Plus SUMMER STUDY

ALL WORK and no play makes Jack a dull boy—and all play and no work makes Jacqueline even duller. So, while inviting you to join the carefree vacationing crowd, like the happy sailors pictured above (on Lake Chickamauga, Chattanooga), we make so bold as to suggest some summer study along with the fun.

There are all sorts of possibilities, of course, but usually they involve travel, and that's where "Your Next Trip" comes in. To attend a summer school in a region entirely new to you is in itself a stimulus. If you live in a city, you may find a college course to your liking in the mountains or near the seashore or beside an inland lake. If cities are a magnet for you, there are many colleges and universities located in large population centers.

PERHAPS this year you are planning to study at some foreign university, or to combine travel and study in still another way—with a congenial group taking an educational travel course. Whatever your choice, it will be to your advantage to examine the summer-school announcements on this page, and others relating to study and to travel-study in previous issues of THE INSTRUCTOR:

March, pages 6, 8, 74, 78, 80—University of Havana, University of Minnesota (Duluth and Minneapolis), Western Illinois State College (Tour Coordinator), University of Colorado, Black Hills Teachers College, Oregon State System of Higher Education, S.T.O.P. Tours (Student Travel Overseas Program), Trans World Airlines Educational Tours; April, pages 10, 12, 15—Universities of Southern California, Miami, Vermont, Ottawa, and Denver, and State Teachers College, Saltillo, Mexico.

Even if you are looking ahead to 1954, instead of next summer, why not do some long-range planning and supply yourself with helpful information? Speaking of "looking ahead," the subject of our 1953 Travel Contest is "Where I Want to Go on My Next Trip, and Why" (announcement, page 72). You'll want to read, too, the excerpts from prize travel articles on pages 54–57, 74, 76.

IF YOUR EYE is set on a travel course, you'll be interested to know about Nancy Jean Wilcox's book, *Educational Travel Courses for Teachers*, which we have just published. An announcement of it is on page 78 of this issue. On pages 6–7 of her book, Miss Wilcox gives a list of colleges and universities offering travel courses in the period 1946–1951. Since program changes occur each year, you will do well to write to the college of your choice for current information.

On page 17, Miss Wilcox lists "some travel agencies which have arranged the business details of travel courses, and some associations which have been organized in order to promote low-cost travel for students." We have received letters from a number of these organizations and know that they will be glad to answer inquiries:

Academic Travel Abroad, Inc., 40 East 49th St., New York 17, N.Y.

American Travel Co. (Maud McKay), Room 545, 11 West 42nd St., New York 36, N.Y.

American Youth Abroad, 71 University Station, Minneapolis, Minn.

American Youth Hostels, Inc., 6 East 39th St., New York 16, N.Y.

Arnold Tours, 234 Clarendon St., Boston, Mass.

Continental Tours, Edificio Continental, Reforma 107, Mexico 4, D.F.

Experiment in International Living, Putney, Vt.

Intercollegiate Tours, 419 Boylston St., Boston, Mass.

John Gibson Company (Foreign Study Tours), 210 West 7th St., Los Angeles 14, Calif.

NEA Tours, Division of Travel Service, National Education Association, 1201 16th St., N.W., Washington 6, D.C.

Scandinavian Student Travel Service, 489 Fifth Ave., New York 17, N.Y.

SITA (Students International Travel Association), 545 Fifth Ave., New York 17, N.Y.

SPAN (Student Project for Amity among Nations), 310 Ford Hall, University of Minnesota, Minneapolis 14, Minn.

Study Abroad, Inc., 250 West 57th St., New York 19, N.Y.

University Journeys (Europe, Mexico), University Box 1516, Austin, Texas.

Youth Ambassadors (Europe), 1 North Square, Boston, Mass.

WE SHOULD LIKE to mention, also, the following as sources of information:

American President Lines, 638 Fifth Ave., New York 20, N.Y.

Austrian State Tourist Department, 48 East 48th St., New York 17, N.Y.

British Travel Association (Student Travel Officer), 336 Madison Ave., New York 17, N.Y.—for list of U.S. organizations interested in promoting travel and study abroad, and list of 1953 British summer schools, ready May 1 or earlier.

French Government Tourist Office, 610 Fifth Ave., New York 20, N.Y.—for "Summer Schools in France, 1953."

German Tourist Information Office, 500 Fifth Ave., New York 36, N.Y.—for "Studying in Germany."

Institute of International Education, Inc., 1 East 67th St., New York 21, N.Y.

United Air Lines, School and College Service, United Air Lines Bldg., Chicago 38, Ill., (co-operating with University of Hawaii summer sessions).

De Paul UNIVERSITY

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Dean of Summer Sessions, DePaul University, Chicago 1, Illinois

University of CALIFORNIA

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At **BERKELEY**—Two Sessions of Six Weeks Each—**June 22** to **August 1**; **August 3** to **September 12**. Tuition Fee $51 for each Session.

At **SANTA BARBARA**—One Session of Six Weeks. **June 29** to **August 8**. Tuition Fee $51.

At **LOS ANGELES**—One Session of Six Weeks. **June 29** to **August 8**. Tuition Fee $51. One Session of Eight Weeks. **June 29** to **August 22**. Tuition Fee $68. Special Courses of 3 and 4 Weeks.

Wide variety of courses, Graduate and Undergraduate. Courses have been planned to meet all phases of Teacher Training—requirements for credentials, courses meeting California State requirements for teachers from other States as well as California, refresher courses—and at Berkeley and Los Angeles courses leading to Graduate degrees.

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FOR BULLETINS, address University of California Summer Sessions Office, Berkeley 4; or 405 Hilgard Avenue, Los Angeles 24; or Registrar, Santa Barbara College, Santa Barbara, California.

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Complete courses including . . . special work in Teacher Training, Graduate School of Theology, Conservatory of Music, Black Hills Science Station and Northwoods Honey Rock Camp. New air-conditioned library and modern dining hall. Combine professional training with delightful Christian fellowship. 45 min. from Chicago.

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2nd Term—July 25 to August 21
Black Hills Expeditions—June 22 and July 27

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Lists courses to be offered. Address Director of Admissions, Dept. 53-IN Wheaton College, Wheaton, Illinois

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Two weeks Pre-Session begins JUNE 22nd. Reg. Six-weeks Session July 6th to August 19th.

For more details-Write Director, Apartado 255, Saltillo, Coah, Mexico

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Clip each coupon individually. Travel coupons, pages 80, 82, 84; general coupons, pages 86, 88.

FREE **CHARLES BESELER COMPANY.** Please send me more information on the Beseler Vu-Graph and the Beseler Vu-Lyte.

INS. **213**

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 5-53

FREE **BITUMINOUS COAL INSTITUTE, Educational Dept.** Please send me one copy of your Descriptive List of all Available Free Teaching Units on Coal.

INS. **160**

Name ..... Grade .....

Street or R.D. .....

City ..... Zone ..... State 5-53

FREE **AMPRO CORPORATION.** Please send me your new audio-visual teaching aids:
☐ "Teaching with an Ampro Tape Recorder;"
☐ "Teaching with 16mm Motion Picture Projectors." (Check one or both.)

INS. **428**

Name of School and Address .....

Attention of ..... Position .....

City ..... Zone ..... State 5-53

FREE **CUSHMAN & DENISON MFG. CO., Dept. TI-5.** Please send FLO-MASTER SCHOOL BULLETIN, showing many ways a teacher can use the FLO-MASTER FELT TIP PEN.

INS. **377**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 5-53

FREE **AUDIO RECORD.** Please send me a copy of "THE TEACHER TALKS ABOUT SOUND RECORDING," a new 40-page booklet containing hundreds of practical ideas on the use of tape and disc recording in modern education.

INS. **441**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 5-53

FREE **POSTAL FINANCE CO., Dept. 2J.** Please rush everything I need to borrow $50 to $1000 entirely by mail, in strict privacy. No Summer Principal Payments. Include special booklet for Teachers and School Employees. Send everything in plain envelope.

INS. **410**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 5-53

FREE **CEREAL INSTITUTE, Inc., Educational Director.** Send me Breakfast Teaching Unit for GRADES 1 - 2 - 3.

INS. **9**

Name .....

Street or R.D. .....

City ..... Zone ..... State 5-53

FREE **CEREAL INSTITUTE, Inc., Educational Director.** Send me Breakfast Teaching Unit for GRADES 4 - 5 - 6.

INS. **9**

Name .....

Street or R.D. .....

City ..... Zone ..... State 5-53

FREE **UNIVERSITY OF OKLAHOMA PRESS.** Please send your descriptive mailing piece on AMERICAN NONSINGING GAMES, by Paul G. Brewster. (See advertisement on Page 14.)

INS. **452**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 5-53

Dear Miss Owen:
I was very glad to see the editorial, "Laughing Is a Part of Living" (March, page 27), by my favorite comedian Jack Benny. But where is his smile in the picture? To look at him you would think he was very sour.
Joyce Farrel, *New York*

Sorry, Joyce, but Mr. Benny supplied the picture. We guess he wanted to appear serious about a topic that he thinks is important.

★

Dear Miss Owen:
We tried the magic Easter eggs suggested in the March *Instructor* (page 53) but we had disastrous effects. The pressure of the wax crayon on the hard cooked eggs caused them to crack. Did Ann Fagerlie really try making them before she submitted them?
Lillian Small, *Oregon*

Yes, she did for she sent us some samples. But, are you sure you read the article correctly? The eggs were made on paper and the instructions distinctly say so. In no place does it mention using real eggs.

★

Dear Miss Owen:
I feel I must write a word of thanks and appreciation of your wonderful paper. Ours are still produced according to austerity standards and it does my British heart good to see your gay magazine. A very charming American teacher who was with us last year is having it sent to me this year as a gift and so my class is naturally doing a project on America. *The Instructor* provides me with very valuable material as well as hours of fun . . . Very sincere greetings from an admiring Limey.
Veronica M. Leyland, *England*

. . . . and from schools we visited and heard about on our recent trip abroad, English teachers are doing a fine job in elementary education.

★

Dear Miss Owen:
Congratulations on your selection of Dr. Ahrens to write for the textbook supplement. He is a wonderful educator. Down here in Texas we have real quality . . . .
Marybelle C. Lusk, *Texas*

. . . Mr. Leitch had the right approach in his article in the textbook supplement. We need more articles like that.
Elizabeth K. Allbright, *Ontario*

It seems that Texas is being loyal to Texas and Ontario to Ontario, but many of you must have enjoyed both articles, judging by the number of reprint orders.

★

Dear Miss Owen:
I would like to protest a letter published in "First Class Mail" by such a cowardly person that he didn't dare to have his name signed to it (February, page 92). The writer was objecting to having to support local affairs and was complaining about being asked to buy tickets. The writer should realize that many communities require teachers to take an active part in the community. It is teachers like this one who are too cheap to buy an occasional ticket that makes it hard for the rest of us . . .
Harlan J. Bass, *Connecticut*

Mr. Bass does have a point, and we agree that teachers should support the community in which they teach to a reasonable extent. However, we also know that in some areas of the country the teachers are given rough treatment by local citizens who do not properly respect their rights as individuals.

★

Dear Miss Owen:
Here is an unusual result from a unit. I was so interested in your Sea Food unit that I suggested to my group that we conduct a similar study. At the end of our unit we had a sea food lunch. A week later one of the mothers told me that her daughter always had been very allergic to sea food, and became violently ill if she ate any fish. However, she had eaten the lunch at school without any ill effects and has eaten other sea food since. Her interest seemed to cure her allergy.
Claire H. Zinni, *Florida*

We repeat modestly our assertion previously made that one can never truly measure the full extent of *The Instructor's* influence. Believe it or not, we had a suggestion from a teacher that we drop reprints of *Instructor* articles printed in Russian over schools behind the iron curtain. So far we have no volunteer pilots so we haven't seriously considered the idea. But while we are on the subject, what are your ideas about this next letter?

★

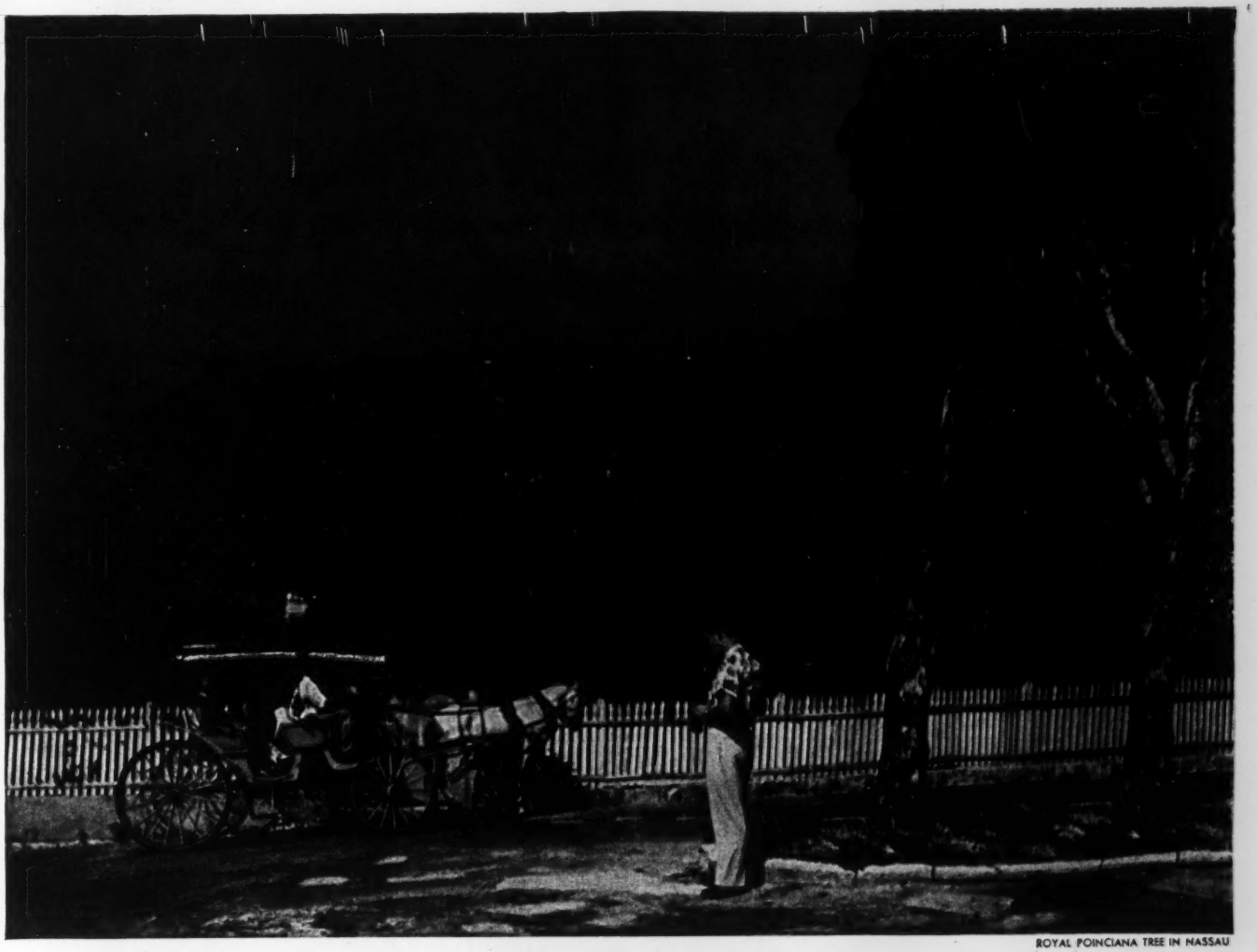
Dear Miss Owen:
I would like to know your opinion about teaching the geography of the countries behind the iron curtain. It seems to me that it is far more important to concentrate on the geography of our own country than to try to teach information about areas hostile to us. According to our present curriculum I am supposed to spend most of one semester on the geography of Europe with at least eight weeks of that time being devoted to iron-curtain countries. This burns me up. What do you think?
Name Withheld

We wrote a long letter answering this one. Briefly, our views are as follows. We are certainly all for children knowing more about our own country. We need a fresh, vital approach to American geography that will make our children truly excited about the wonderful country in which they live. On the other hand, ignorance of European geography will certainly do nothing to promote world peace.

★

Dear Miss Owen:
We borrowed the song about Mr. Bunny found on the kindergarten page (March, page 29) and sang it in third grade. We have a bunny family named Mr. and Mrs. Eisenhower with three little bunnies, Kukla, Fran, and Ollie. Papa and Mama were named first. When they were blessed with an addition the children named them, too. As nearly as I can find out the naming is intended to be purely complimentary to both parties.
Maryanna Saldutti, *Delaware*

Perhaps Mr. Eisenhower would be pleased with the compliment?? After all, bunnies are quite discerning little creatures.



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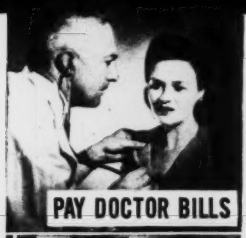

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3 No principal during summer vacation. If your salary stops during the summer vacation, payments on principal stop also. This is an extra service of special value to teachers offered by First Loan Company.

4 The loan is made by mail from the privacy of your own home. You see no agents or credit managers—only you and we know about it. We guarantee strict privacy.

Yes, no matter where you live or teach, whether you are married or single, find out today how you may solve your money problem by mail. Today, this minute, fill out and mail the short Application and Note below. That's all you have to do. We'll speed the cash on its way to you as soon as they are approved. We guarantee satisfaction always. Our fifty year old organization is licensed and supervised by the Nebraska Banking Department. You can deal with us in complete confidence at Nebraska's fair interest rate. Select the amount you need from the chart below, then rush Application and Note.

CHOOSE THE PLAN THAT FITS YOUR BUDGET

Cash Loan You Get		12 Payments	15 Payments	18 Payments	20 Payments
SELECT AMOUNT YOU WANT TO BORROW	$100	$10.07	$ 8.40	$ 7.29	$ 6.75
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Amount you want to borrow (include present balance, if any) $..... On what date of month will your payment BE IN OUR OFFICE?.....

Age..... Amount earned per month..... Number of months you receive salary.....

Name and address of school you teach.....

How long with present employer..... Previous employment.....

Husband or wife's employment..... Salary per month $.....

To whom are payments on auto made? (Name)..... Town.....

Bank you deal with (Name)..... Town.....

Amount you owe bank? $..... Monthly payments? $.....

What security on bank loan?.....

List below OTHER Loan or Finance company (or person) you NOW owe on a loan:

$..... to (Name)..... (Add.).....

Pay rent or real estate payment to? (Name)..... Town.....

Purpose of loan .....

The following are all the debts that I have:

Full Amount I Still Owe	Paying Per Mo.	To Whom Owing	Address
$.....	$.....	.....	.....
$.....	$.....	.....	.....
$.....	$.....	.....	.....

FILE INFORMATION ONLY — Please list below relative information for our confidential files

Name of Relative..... (Relationship).....
Street..... Town..... State..... Occup.....

Name of Relative..... (Relationship).....
Street..... Town..... State..... Occup.....

Name of Relative..... (Relationship).....
Street..... Town..... State..... Occup.....

Name of Relative..... (Relationship).....
Street..... Town..... State..... Occup.....

The above statements are made for the purpose of securing a loan. I agree that if any loan be completed, the U.S. Mail shall be regarded as my agent.

Sign Full Name Here _____ Street Address.....

Town..... County..... State.....

NOTE

Amt. of loan	1st pmt. due date	Final pmt. due date	Prin. and Int. pmt. in ..... Mo. pmts.	Mo. pmt. (except final) $	Final pmt. equal in any case to the unpaid principal and int.	Omaha, Nebraska Date .....

Agreed rate of interest: 3% per month on that part of the unpaid principal balance not exceeding $150 and 2½% per month on that part over $150 and not in excess of $300 and ¾ of 1% per month on any remainder of such unpaid principal balance; computed on the basis of the number of days actually elapsed, a month being any period of 30 consecutive days.

In Consideration of a loan made by FIRST LOAN CO. at its office in Omaha, Nebraska, in the principal amount above stated, the undersigned promise to pay to said company at its above office said principal amount together with interest at the above rate until fully paid.

Payment of principal and interest shall be made in consecutive monthly payments as above indicated beginning on the stated due date for the first payment and continuing on the same day of each succeeding month to and including the stated due date for the final payment.

Default in the payment of any instalment of the principal or charges, or either, shall at payee's option, without notice, render the then unpaid balance due and payable.

It is agreed that the validity and construction of this note shall be determined under and by virtue of the laws of the State of Nebraska.

This note and any evidence of security accompanying it are subject to acceptance by the payee at its office located as shown above. It is understood that if the loan is not approved, this note and any evidence of security accompanying it will be promptly returned to the undersigned.

NO PRINCIPAL PAYMENTS REQUIRED DURING MONTHS IN WHICH TEACHING SALARY IS NOT RECEIVED.

PERSONAL SIGNATURES REQUIRED

_____

(If married, both husband and wife must PERSONALLY sign)

RETURN THIS FORM PROMPTLY TO AVOID DELAY IN COMPLETING YOUR LOAN